

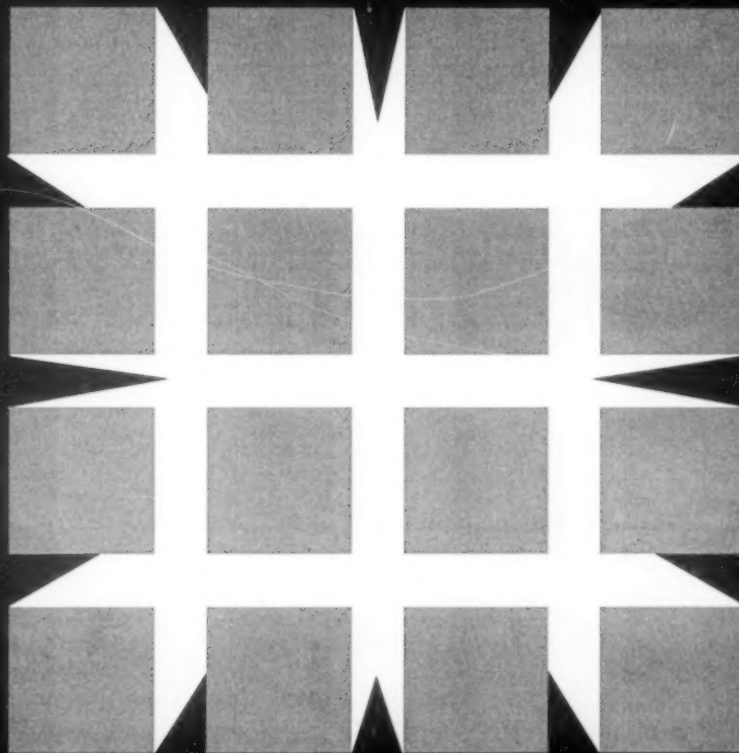
NOVEMBER 1997

VOLUME 32/NUMBER 11

# RIIE

## RESOURCES IN EDUCATION

ED 408 416 — 409 419



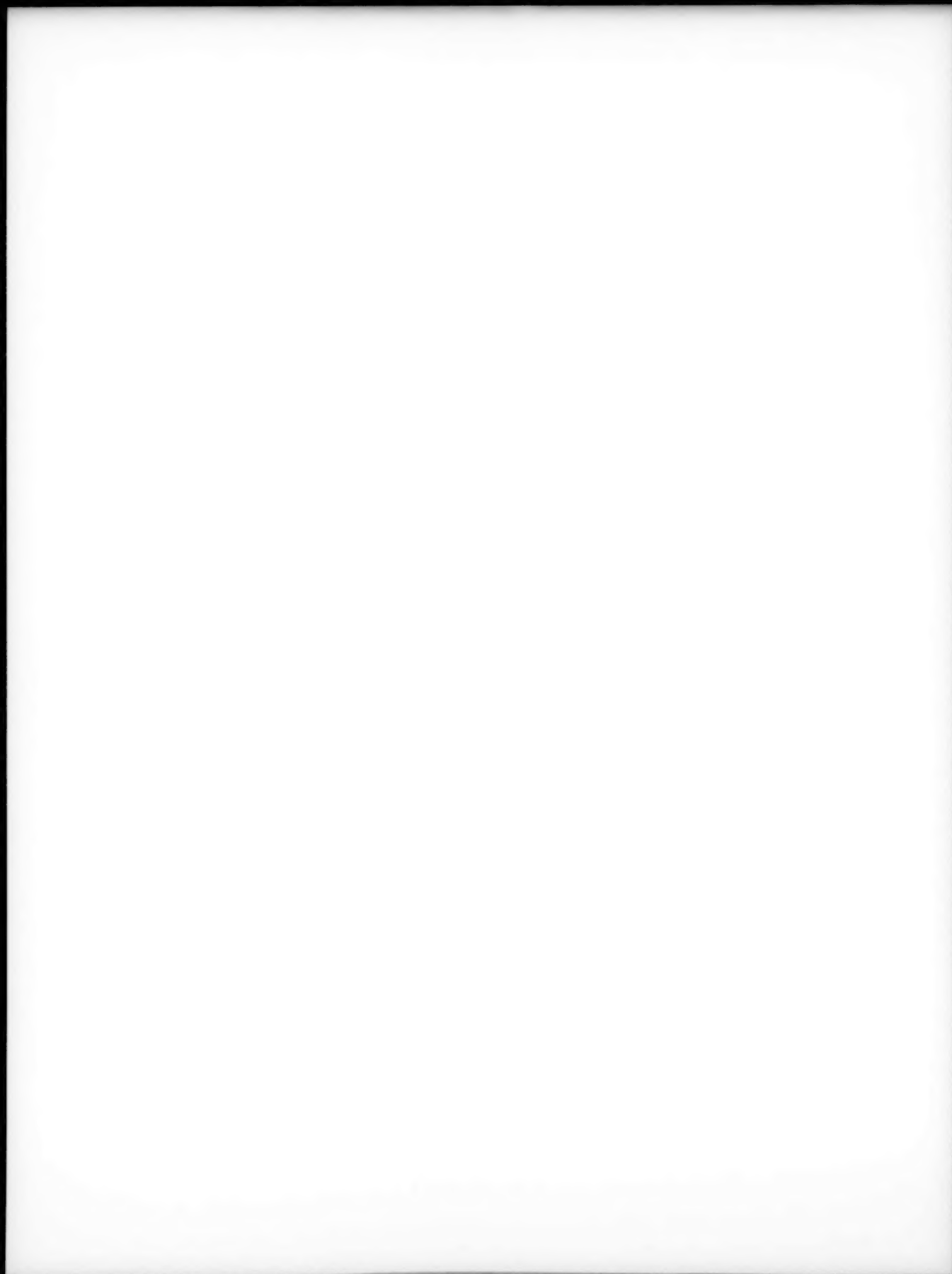
EDUCATIONAL RESOURCES

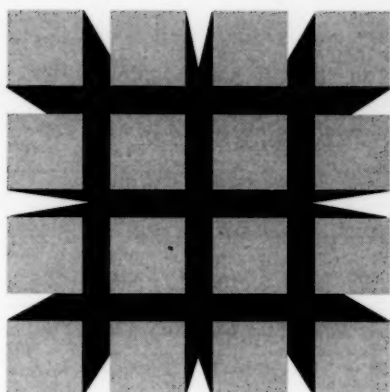


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U.S. DEPARTMENT OF EDUCATION







# RIE

## RESOURCES IN EDUCATION

ED 408 416 - 409 419

November 1997

Volume 32/Number 11

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EDUCATIONAL RESOURCES



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*Resources in Education* (RIE) is processed for printing by Computer Sciences Corporation, under contract with the U.S. Department of Education, Office of Educational Research and Improvement (OERI), and is published monthly by the U.S. Government Printing Office (GPO) with printing funds approved by the Office of Management and Budget. The contents of RIE do not necessarily reflect official OERI policy.

RIE is available on subscription (12 issues/year), or as individual issues, from Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquires regarding prices should be directed to the Superintendent of Documents.

## Selected Acronyms

CH	—	Clearinghouse
CIJE	—	<i>Current Index to Journals in Education</i>
Comp.	—	Compiler
DHEW	—	Department of Health, Education, and Welfare
Ed.	—	Editor
ED	—	Accession Number Prefix (ERIC Document)
	—	Department of Education
EDRS	—	ERIC Document Reproduction Service
EJ	—	Accession Number Prefix (ERIC Journal Article)
ERIC	—	Educational Resources Information Center
GPO	—	Government Printing Office
MF	—	Microfiche
NIE	—	National Institute of Education
OE	—	Office of Education
OERI	—	Office of Educational Research and Improvement
PC	—	Paper Copy
RIE	—	<i>Resources in Education</i>
SN	—	Scope Note
UF	—	Used For

## Library of Congress Cataloging in Publication

**Resources in education / Educational Resources Information Center.** — Washington, D.C. : Dept. of Health, Education, and Welfare, National Institute of Education : Supt. of Docs., U.S. G.P.O., [distributor];

v. ; 28 cm.

Monthly.

Began with: Vol. 10, no. 1 (Jan. 1975).

Title from cover.

Description based on: Vol. 14, no. 1 (Jan. 1979).

Vols. for Jan. 1975-Apr. 1980 issued by Dept. of Health, Education, and Welfare, National Institute of Education; May 1980-198 by the Dept. of Education, National Institute of Education; U.S. Dept. of Education, Office of Educational Research and Improvement.

(Continued on next card)

75-644211

AACR 2 MARC-S

76r8805r83jrev2

### Resources in education ... (Card 2)

#### Indexes:

Cumulative indexes published semiannually; 1980- one semiannual index issued for Jan.-June.

Continues: Research in education.

Supt. of Docs. no.: HE 19.210; ED 1.310:

GPO: Item 466-A

ISSN 0098-0897 = Resources in education

1. Education—Research—Bibliography—Periodicals. 2. Education—Bibliography—Periodicals. I. United States. Office of Educational Research and Improvement. II. National Institute of Education (U.S.) III. Educational Resources Information Center (U.S.)

1. Education—abstracts. 2. Education—indexes. 3. Research Support—directories. Z 5811 R432j

Z5813.R4

016.370'78

75-644211

[LB1028j

AACR 2 MARC-S

Library of Congress

76r8805r83jrev2

## Introduction

**Resources in Education (RIE)** — A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

**Sponsor:** Educational Resources Information Center (ERIC)  
National Library of Education (NLE)  
Office of Educational Research and Improvement (OERI)  
U.S. Department of Education  
Washington, D.C. 20208-5720

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 Clearinghouses located at universities or with professional organizations across the country. These Clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The Clearinghouses are listed on the inside back cover.

**Organization of Journal:** *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with a prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

**Availability of Documents:** The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

**How to Submit Documents to ERIC:** If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 1301 Piccard Drive, Suite 300, Rockville, MD 20850-4305. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

**How to Order RIE:** The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of RIE entitled "How to Order *Resources in Education*".





## **DOCUMENT SECTION**

# Sample Document Resume

(for Resources in Education)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s)

Title

Institution.

(Organization where document originated.)

Date Published

Contract or Grant Number

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321

Butler, Kathleen

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.

Report No. — ISBN-0-3333-5568-1; OERI-91-34

Pub Date — May 92

Contract — RI900000

Note — 30p.; An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-16, 1992).

Available from — Campus Bookstore, 123

College Avenue, Chicago, IL 60690 (\$5.95).

Language — English, Spanish

Journal Cit—Women Today; v13 n3 p1-14 Jan 1992

PubType— Reports—Descriptive

(141)—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors — Career Guidance, \*Career Planning, \*Demand Occupations, \*Employed Women, \*Employment Opportunities, Females, Labor Force, Labor Market, Postsecondary Education

Identifiers — Consortium of States, \*National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1990 and 1999, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information (in English and in Spanish) concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (Contains 45 references.)

(SB)

Abstractor's Initials

CE 123 456

Smith, B. James

Clearinghouse Accession Number

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Alternate source for obtaining document

Journal Citation

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Informative Abstract

## Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names, together with the page on which each Clearinghouse's entries begin:

	Page		Page
<b>AA</b> - ERIC Processing and Reference Facility . . . . .	1	<b>JC</b> - Community Colleges . . . . .	116
<b>CE</b> - Adult, Career, and Vocational Education . . . . .	1	<b>PS</b> - Elementary & Early Childhood Education . . . . .	126
<b>CG</b> - Counseling and Student Services . . . . .	19	<b>RC</b> - Rural Education and Small Schools . . . . .	136
<b>CS</b> - Reading, English, and Communication . . . . .	28	<b>SE</b> - Science, Mathematics, & Environmental Education . . . . .	144
<b>EA</b> - Educational Management . . . . .	44	<b>SO</b> - Social Studies/Social Science Education . . . . .	153
<b>EC</b> - Disabilities and Gifted Education . . . . .	56	<b>SP</b> - Teaching and Teacher Education . . . . .	161
<b>FL</b> - Languages and Linguistics . . . . .	76	<b>TM</b> - Assessment and Evaluation . . . . .	170
<b>HE</b> - Higher Education . . . . .	85	<b>UD</b> - Urban Education . . . . .	183
<b>IR</b> - Information & Technology . . . . .	99		

## AA

**ED 408 416** AA 001 286  
**Resources in Education (RIE). Volume 32, Number 11.**

Computer Sciences Corp., Laurel, MD.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Laurel, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISSN-0098-0897

Pub Date—Nov 97

Contract—RR94002001

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$77 (Domestic), \$96.25 (Foreign).

Journal Cit—Resources in Education; v32 n11 Nov 1997

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

**EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Abstracts, Catalogs, Education, \*Educational Resources, \*Indexes, Resource Materials

Identifiers—\*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

RIE NOV 1997

## CE

**ED 408 417** CE 072 691

Lawrence, John E. S. Singh, Naresh

**Sustainable Livelihoods and Employment: How Are These Concepts Related?**

Pub Date—[96]

Note—17p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Comparative Analysis, \*Definitions, Developed Nations, Developing Nations, \*Economic Development, \*Employment, Foreign Countries, International Organizations, International Programs, Policy Formation, \*Poverty, Public Policy, Relationship, \*Sustainable Development, \*Underemployment

Identifiers—\*Full Employment, International Labour Organisation

The relationship between the concepts "full employment" and "sustainable livelihoods" was examined in the context of international efforts to promote economic development and eradicate poverty worldwide. After a comparison of the very different economic problems facing developing nations and the nations of Eastern Europe and Central Asia, it was proposed that the concept "sustainable livelihood" be viewed inclusively rather than exclusively and be applied to all forms of making a living satisfying the following conditions: be pursuable independently without compromising personal security; remain reasonably stable over time; be mutually beneficial to individuals and their immediate social groupings; and be compatible with the physical environment. Intergovernmental perspectives and current research on sustainable livelihoods were reviewed, and an approach to public policy was proposed that shifts the focus from labor-intensive growth to sustainable livelihood-intensive change by including explicit consideration for the following in all economic policy decisions: natural resources, redistribution, prices, health, abolishment of restrictions, and safety nets. A working definition of the term "sustainable livelihoods" was proposed that integrates all economic activities now defined as relevant to employment under the International Labor Organization definition with the social dimensions of sustainability and equity. (Contains 38 endnotes.) (MN)

**ED 408 418** CE 073 133

**Building the New Workplace for the 21st Century.**

National Planning Association, Washington, D.C. Report No.—ISSN-0747-525X

Pub Date—Jun 96

Note—45p.; Published quarterly.

Available from—National Policy Association, 1424 16th Street, N.W., Suite 700, Washington, DC 20036 (\$5; quantity discount available).

Journal Cit—Looking Ahead; v18 n1 Jun 1996

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Education, \*Dislocated Workers, \*Education Work Relationship, Educational Attainment, Educational Trends, \*Employer Employee Relationship, \*Employment Patterns, Employment Projections, Employment Qualifications, Futures (of Society), International Trade, Job Skills, Job Training, Labor Force, \*Labor Force Development, Labor Supply, Postsecondary Education, Professional Associations, Secondary Education, Strategic Planning, Vocational Education, \*Work Environment

Identifiers—Downsizing

This serial issue, which is devoted to the challenges that recent changes in the U.S. workplace pose for society and labor-management relations, contains nine papers focusing on the following aspects of building a new workplace for the 21st century: historical and current perspectives; work-force and workplace changes; education and training of the work-force; the effects of dislocation and trade; and predicting what lies ahead. The following papers are included: "Meeting the Challenges Created by New Workplace Changes" (Malcolm R. Lovell, Jr.); "Building the New Workplace for the 21st Century: An Introduction" (James A. Auerbach); "The Evolution of U.S. Labor-Management Relations" (Thomas J. Schneider, John R. Stepp); "Downsizing and Employment Insecurity" (Harry C. Katz); "Skills and the Education Level of U.S. Workers" (Laurie J. Bassi); "School-to-Work Systems: Redesigning U.S. Education for the 21st Century" (J.D. Hoyer, Steven Tegger); "Continuing the Search for a 'New Covenant' for America's Dislocated Workers" (Sheldon Friedman, Jane McDonald-Pines); "Implications of the New Employment Systems" (Peter Cappelli); and "New

## 2 Document Resumes

Guidelines for Labor-Management Cooperation" (Allan D. Gilmour). (MN)

**ED 408 419** CE 073 588

Carman, Priscilla S.

**Professional Development Capacity Building in Pennsylvania's Regional Staff Development Program: The "WorkNet" Project. Final Report [and] WorkNet Workplace Literacy Trainer's Guide.**

Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

Pub Date—95

Contract—99-5036

Note—242p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC10 Plus Postage.**

Descriptors—Adult Basic Education, \*Adult Educators, Adult Literacy, Basic Skills, Curriculum Development, Inservice Teacher Education, Instructional Materials, Job Skills, \*Literacy Education, Material Development, Program Development, Program Evaluation, School Business Relationship, \*Staff Development, Student Evaluation, Teaching Guides, \*Technical Assistance, Trainers, \*Workplace Literacy

Identifiers—353 Project

These two documents are products of a project to improve the capability of the Pennsylvania Regional Staff Development Centers to provide current, research-based workplace literacy training and technical assistance to adult basic and literacy education programs. The final report describes these project activities: development of training materials for participants to use in staff development activities; development of resource databases; provision and evaluation of two 5-hour train-the-trainer sessions; and technical assistance. Appendices composing over half the report contain the following: the needs assessment, participants' resource notebook materials, correspondence, project newsletter, meeting agendas, surveys, evaluations, and press release. The second document is a trainer's guide for anyone who provides training, information, or technical assistance to workplace literacy providers. An overview illustrates the need for workplace literacy programs. Section 2 addresses how and why providers must market their services to the business community and funding options to support programs. Section 3 discusses building and maintaining effective partnerships and tips for working with businesses and unions. Section 4 focuses on curriculum options, recruitment, learner assessment, and program evaluation. Sections 1-4 are divided into two or three topics. For each topic, these components are included: background reading, resource materials list, training ideas, suggested in-depth readings, overhead transparency masters, and worksheets. Section 5 is a glossary. Section 6 contains lists of newsletters, resource organizations, electronic resources, curriculum resources, resource persons and includes an extensive bibliography. (YLB)

**ED 408 420** CE 073 979

**Minnesota Career Focus. Careers & Training: A Guide for Adults.**

Minnesota State Dept. of Economic Security, St. Paul.

Pub Date—96

Note—161p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01/PC07 Plus Postage.**

Descriptors—Adult Education, \*Career Change, Career Development, Career Education, \*Demand Occupations, \*Employment Opportunities, Job Skills, \*Job Training, Labor Market, Labor Needs, \*Occupational Information, Salaries, Two Year Colleges

Identifiers—\*Minnesota

This guide to Minnesota training resources for adults seeking new employment opportunities provides an overview of careers, wages, job availabil-

ity, and necessary training. Occupations are described in these areas: medical careers; office professions; technical careers; art, writing, and media careers; service careers—food, hair, police; mechanic careers; precision machine crafts; construction careers; driving occupations; sales careers; careers needing 4 years of training; and jobs requiring no training. Information in each area is presented in a two-page format with eight columns listing the following: (1) job title and job duties; (2) number employed in the occupation; (3) salaries—low-range; (4) salaries—midrange; (5) growth rate; (6) job openings; (7) training needed; and (8) availability of jobs. Other sections contain the following: list of shrinking occupations and popular occupations with few job openings and growing occupations; detailed information about medical careers, computer careers, media careers, accounting, cosmetology, cooking, corrections, machine tool, printing, construction, drivers, and sales; discussion of whether training will result in a job or good pay; technical and community college addresses; majors and training programs at technical and community colleges; sources of short-term training; examples of customized training; and mature workers and employer expectations. An index is followed by a list of regional offices to call to find out qualifications for eligibility. (YLB)

**ED 408 421** CE 074 129

Abramson, Mike, Ed. And Others

**Further and Higher Education Partnerships. The Future for Collaboration.**

Society for Research into Higher Education, Ltd., London (England).

Report No.—ISBN-0-335-19598-9

Pub Date—96

Note—220p.

Available from—Open University Press, Celtic Court, 22 Ballmoor, Buckingham MK18 1XW, England, United Kingdom (hardcover: ISBN-0-335-19598-9; paperback: ISBN-0-335-19597-0).

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—\*Articulation (Education), Case Studies, Continuing Education, Cooperative Planning, Educational Policy, Educational Practices, Educational Quality, Educational Resources, Financial Support, Foreign Countries, \*Higher Education, \*Intercollegiate Cooperation, International Cooperation, International Educational Exchange, Literature Reviews, Models, National Programs, Part Time Students, \*Partnerships in Education, Resource Allocation, Student Attitudes, \*Technical Institutes, Trend Analysis, Two Year Colleges, Vocational Education

Identifiers—\*Great Britain

The following papers are included: "Introduction" (Mike Abramson, John Bird, Anne Stennett); "Partnership Imperatives: A Critical Appraisal" (Mike Abramson); "Further and Higher Education Partnerships: The Evolution of a National Policy Framework" (John Bird); "Finance: The Bedrock of Good Partnerships" (John Selby); "Resourcing the Learning Experience" (Peter Brophy); "Ensuring Quality in Further and Higher Education Partnerships" (John Hiltborne); "The Students' Experiences of Franchising" (Sofia Opacic); "Working Together: Further Education—Higher Education Links in Scotland" (Norman Sharp, Jim Gallacher); "The International Dimension" (Peter Lines, Kate Clarke); "Smaller but Beautiful: Bath College of Higher Education and Strode College, Street" (Anne Stennett, Stephen Ward); "The Development of a Franchised Part-time Degree Programme: The Local Integrated Colleges Scheme" (Alan Roff, James Lusty); "Post-16 Compact in Birmingham: School and College Links with Higher Education" (Stephen Bigger); "Agreement on Association: Partnerships between the University of Bradford and Bradford and Ilkley Community College" (Colin Mellors, Peter Chambers); "Beyond Franchising: The Future of Partnerships" (Mike Abramson, John Bird, Anne Stennett); and "The Literature of Partnership: A Bibliographic Critique" (Mike Abramson). (MN)

**ED 408 422** CE 074 130

Knowles, Malcolm S.

**A History of the Adult Education Movement in the United States.**

Report No.—ISBN-0-89464-872-1

Pub Date—94

Note—438p.; Reissue of 1977 edition with new preface and bibliography.

Available from—Krieger Publishing Co., P.O. Box 8542, Melbourne, FL 32902 (\$49.50).

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—\*Adult Education, Adult Programs, Agricultural Education, Apprenticeships, College Programs, Continuing Education, Coordination, Education Work Relationship, \*Educational Change, \*Educational History, Educational Planning, \*Educational Practices, Evening Programs, Extension Education, Futures (of Society), Government School Relationship, Higher Education, Libraries, Museums, National Organizations, Popular Education, Postsecondary Education, Professional Associations, Program Development, Proprietary Schools, Public Agencies, Public Schools, Religious Organizations, Role of Education, School Business Relationship, Social Environment, Technical Education, Two Year Colleges, Unions, Vocational Education, Voluntary Agencies

Identifiers—Adult Education Association of the USA, National Education Association

This book, which is a revised version of a book first published in 1962, examines the present state of the field of adult education (AE) by examining its origins and patterns of growth. Part 1, which traces the emergence of institutions for the education of adults, covers the following topics: colonial foundations and antecedents in 1600-1779 (social setting and early beginnings of education); the nation's growth and its quest for diffusion of knowledge in 1780-1865 (social setting, education of democratic citizens, growth/diffusion of knowledge, shaping of the national education system, evening schools, colleges/universities); the maturation of a nation and multiplication of its AE institutions in 1866-1920; and development of institutions for education of adults, 1921-1961. Discussed in part 2 are the development of coordinative organizations within segments of the field and efforts to establish a national organization for AE, 1924-1961. Part 3 reviews the characteristics and dynamics of AE as a field and speculates on its future. Presented in part 4 are observations on developments in the following aspects of AE from 1961-1976: institutional developments; national organization and coordination; characteristics of the field; and the future of AE. Three bibliographies contain 634 references. (MN)

**ED 408 423** CE 074 131

Queeny, Donna S.

**Building Partnerships with Professional Associations. Workforce Development Series.**

University Continuing Education Association, Washington, DC.

Pub Date—97

Note—21p.

Available from—University Continuing Education Association, One Dupont Circle, NW, Suite 615, Washington, DC 20036 (\$10 members; \$12.50 nonmembers; plus \$3 shipping/handling).

Pub Type—Opinion Papers (120)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Education, \*Continuing Education, \*Cooperative Planning, Coordination, Educational Cooperation, Higher Education, \*Partnerships in Education, \*Professional Associations, \*School Business Relationship, \*School Community Relationship

This booklet, which is intended for practitioners in continuing higher education, examines the rationale for forming partnerships with professional associations and examines considerations in developing and maintaining partnerships. The booklet begins with a few examples of the types and scope of partnerships possible between continuing education and professional associations. Outlined next



are reasons for forming partnerships, their potential benefits, and preliminary steps in establishing them. Some perceptions commonly held by professional associations about continuing education are mentioned along with ways of overcoming them. Considerations in identifying potential partners are presented along with eight essential/desirable criteria for selecting partners (for example, the university and association must have common but not competing goals, relationships must be mutually beneficial, key decision makers must support the relationship, and stable organizational environments and/or broad-based supports are needed). The remaining sections are devoted to the following topics: identifying preconditions and bases of interaction; structuring partnerships (building strong foundations based on cooperation, coordination, and collaboration); approaching potential partners (strengthening the institutions' positions in partnerships by obtaining internal support and initiating the first meeting); making the partnership work (establishing partnership agreements, interacting with associations, ending partnerships); and using partnerships to open doors to new audiences. (MN)

**ED 408 424** CE 074 132

*Edelson, Paul J. And Others*

**Displaced Professionals: Higher Education's Role in Retraining, Workforce Development Series.**

University Continuing Education Association, Washington, DC.

Pub Date—97

Note—19p.

Available from—University Continuing Education Association, One Dupont Circle, N.W., Suite 615, Washington, DC 20036 (\$10 members; \$12.50 nonmembers; plus \$3 shipping/handling).

Pub Type—Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adjustment (to Environment), Adult Education, Career Development, Careers, College Programs, Demonstration Programs, \*Dislocated Workers, \*Higher Education, Labor Force Development, Models, \*Professional Occupations, Professional Personnel, Program Descriptions, Program Design, \*Retraining, \*Role of Education, Work Environment

This booklet, which is intended for practitioners in continuing higher education, examines the role of higher education in retraining displaced professionals. The booklet begins with brief descriptions of four innovative university programs for displaced professionals and an exploration of higher education's role in retraining displaced professionals. Other topics discussed include: the concept of a career and the role of family, friends, education, and workplace in career development; implications of downsizing for the traditional model of continuous career development; new models for education and training in response to changing business demands and the special needs of displaced professionals; features of exemplary retraining programs (counseling, career development skills, small class format, job search strategies, networking, certification, short courses, computer literacy, select faculty, orientation toward assessment, and commitment to continuous learning); and opportunities for partnerships with federal/state government agencies, business, and unions. Eight model programs are profiled that illustrate the following possible program approaches: comprehensive approach addressing the full range of problems facing displaced professionals, focus on transitioning after downsizing, and focus on adapting to new industries. Concluding the booklet are recommendations to program developers, 23 references/suggested readings, and 19 continuing education programs of interest to displaced professionals. (MN)

**ED 408 425** CE 074 133

*Durkin, Dorothy*

**Interactive Marketing: Customers as Collaborators. Marketing Strategies Series.**

University Continuing Education Association,

Washington, DC.

Pub Date—97

Note—18p.

Available from—University Continuing Education Association, One Dupont Circle, N.W., Suite 615, Washington, DC 20036 (\$10 members; \$12.50 nonmembers; plus \$3 shipping/handling).

Pub Type—Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—College Programs, \*Continuing Education, Cooperative Planning, Data Collection, Databases, Educational Needs, Higher Education, \*Interaction, \*Marketing, Needs Assessment, \*School Business Relationship, Strategic Planning, \*Student College Relationship, World Wide Web

Identifiers—\*Educational Marketing, \*Marketing Research, Marketing Strategies

This booklet, which is intended for individuals responsible for marketing continuing higher education, presents an interactive approach to educational marketing in which customers play the role of collaborators. The booklet begins with brief profiles of successful interactive marketing programs at three universities. Examined next are labor market and demographic trends that have necessitated new educational marketing processes and the basic principles of interactive marketing. Step-by-step guidelines for developing an educational marketing campaign based on collaboration between marketers, programmers, and administrators are included. Other topics discussed in the remaining sections are: developing/using a unified marketing database (tracking and predicting student preferences; designing a database to facilitate sharing of information among marketers and educators; adding additional data; using the concept of environmental scanning for strategic planning; and using/improving the database); collaborating with customers (one-to-one marketing, relationship marketing, and the roles of websites and extension in marketing); and improving marketing through organizational reengineering (marketing programs and programming markets, redefining the organization, collaborating within a university, and moving forward through interactivity). Twelve suggested readings are listed. (MN)

**ED 408 426** CE 074 134

**Innovations. Award Winning Programs in Continuing Education, 1997.**

University Continuing Education Association, Washington, DC.

Pub Date—97

Note—28p.

Available from—University Continuing Education Association, One Dupont Circle, Suite 615, Washington, DC 20036 (\$7 plus \$4.50 postage/handling).

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Access to Education, American Indians, \*College Programs, \*Continuing Education, \*Cooperative Programs, Demonstration Programs, Dislocated Workers, \*Educational Innovation, Health Personnel, Higher Education, Institutional Cooperation, Job Training, Leadership Training, Program Descriptions, Program Implementation, Retraining, Technical Education

Identifiers—Arizona State University, Automobile Industry, Central Michigan University, Rochester Institute of Technology NY, University of California San Diego

This publication profiles four award-winning programs honored in 1997 by the University Continuing Education Association. The four programs have instituted imaginative continuing higher education responses to important community needs. In all four cases, the focus is on developing human resources to support local employment and enhance the community by assisting people in acquiring learning that they can put to use immediately. The programs are: (1) Professional Re-employment Education Program, Rochester Institute of Technology (New York), which helps displaced profession-

als by providing 60 percent tuition discounts to help them retrain; (2) Gila River Indian Community Tribal Leadership Program, Arizona State University, which develops leadership skills and technical programs for leaders of a tribal community outside Phoenix, Arizona; (3) Bachelor of Science with a Major in Vehicle Design, Central Michigan University, which enables auto workers to acquire a technical bachelor's degree; and (4) EdVantage: San Diego's Partnership for Professional Healthcare Education, in which the University of California San Diego Extension fosters collaboration to provide continuing education in this rapidly changing field. Each program description includes the following: a one-page summary detailing the institution receiving the award, name of responsible persons, program objectives, sources of funding, cost of program, and a longer narrative description of the project. (KC)

**ED 408 427** CE 074 137

*Katz, Mira-Lisa*

**Immigrant Women, English Literacy Programs, and Work in the United States: A Look at How Ideology and Funding Are Shaping Workplace Education.**

Pub Date—26 Mar 97

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 26, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Basic Education, Asian Americans, Community Education, Community Organizations, Comparative Analysis, Dislocated workers, Educational Objectives, Educational Practices, Educational Principles, Educational Theories, \*English (Second Language), \*Financial Support, Grants, \*Ideology, \*Immigrants, Job Training, Literacy Education, Second Language Learning, Theory Practice Relationship, Voluntary Agencies, \*Womens Education, \*Workplace Literacy

Identifiers—California (San Francisco Bay Area), Freire (Paulo)

The effects of ideological assumptions about teaching, learning, and the labor market and the impact of differing funding sources on community-based organizations' efforts to prepare immigrant/refugee women for jobs in the United States were examined through a study of programs sponsored by two San Francisco Bay area community organizations—the Women Immigrants' Group (WIG) and Community Advocates for Career Development (CACD). Staff and participants in the two programs were interviewed. The WIG program, which is staffed almost completely by volunteers, was formed in response to the needs of many low-income Asian immigrant women and is based on the principles of Freire and feminism and a commitment to "transformative" education. The CACD program, which began in the 1960s as a church program for Chinese immigrants, now works to provide tools of empowerment to diverse communities and offers job training, internship, and job placement services to immigrants from all areas and to displaced workers. The study revealed how the ideological underpinnings of the WIG program and funding constraints of the CACD program can shape workplace programs serving immigrant women. It was concluded that, although both programs have participants' interests at heart, neither is able to fulfill its commitment because of internal and external constraints. (Contains 20 references.) (MN)

**ED 408 428** CE 074 138

*Katz, Mira-Lisa Jury, Mark*

**Literacies in a Changing Workplace: A Look at the Uses of Literacy in a Multi-ethnic, High-tech Electronics Factory.**

Pub Date—26 Mar 97

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research As-



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sociation (Chicago, IL, March 26, 1997).  
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adults, \*Basic Skills, \*Competence, Educational Needs, Employment Potential, \*Ethnic Groups, \*Futures (of Society), \*Job Skills, Manufacturing, Technological Advancement, \*Workplace Literacy

Many studies and much "common knowledge" in the United States today decry the quality of the work force and the "basic literacy needs" of today's and tomorrow's workers. Widespread concern exists that U.S. workers are ill-equipped to compete in the global marketplace and that schools and vocational programs are failing to keep pace with changing skills requirements. Comments about "skills deficits" and lack of workforce preparedness have increased as the number of women, minorities and immigrants entering the workforce have increased. A 3-year observational study, however, found different realities. The study involved two contract manufacturers of circuit board assemblies, the fastest growing and one of the most competitive branches of the electronics industry. The purpose of the study was to: (1) identify in ethnographic detail the literacy-related skills that are required in changing workplaces; (2) to compare the literacy requirement of "high performance" workplaces with those of more traditionally organized ones; and (3) to construct innovative ways to introduce educators to the changing skill demands of work. According to extensive observations at two factories, including one that is especially high tech and team based, literacy skills should be measured in context and not merely as a set of competencies. Workers in the high-tech, team-based electronics factory used complex and intertwined skills of reasoning, mathematics, inferencing, and negotiation to determine relationships and solve problems. Although these workers came from a variety of ethnic backgrounds and possessed varying degrees of English skills, they were able to solve problems as a team and meet very high quality and production standards. For the most part, the workers contributed very high-level thinking skills for very low pay. A consideration for educators is that high-tech, multiethnic workplaces do not call for a static set of "basic" skills, rather for ways of negotiating, finding common ground, and respecting the experiences and perspectives of fellow workers. (Contains 12 references.) (KC)

**ED 408 429** CE 074 139

*Fudilla, Christine*

**School-to-Work: It's Elementary.**

SRI International, Menlo Park, Calif.

Pub Date—Mar 97

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).

Available from—The research in this paper was supported by funding from the Helen Bader Foundation, Inc.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Change Agents, Community Involvement, \*Education Work Relationship, Educational Change, Educational Improvement, Educational Practices, Elementary Education, \*Elementary Schools, Guidelines, Institutional Cooperation, Program Implementation, \*School Business Relationship

Identifiers—\*Milwaukee Public Schools WI

A study described the experiences of elementary educators who are attempting to implement a districtwide School-To-Work (STW) reform effort in the Milwaukee (Wisconsin) Public Schools (MPS). The descriptions were derived from the first and second years of a 3-year evaluation of MPS's STW implementation plan. Data for the study were drawn from the following sources: detailed case studies of 18 of the 44 schools directly involved in the project; surveys of 44 STW implementers, participating teachers (504 in year 1 and 553 in year 2), and 129 business and community partners; and focus groups of parents and students. The study found three factors that most influenced the successful implemen-

tation of STW: (1) a clear vision of STW; (2) a person who serves as a "point person" for STW; and (3) a purposeful selection of business and community partners. In cases where STW was successful, students were more engaged in education and test scores improved. (The report includes 18 references and 2 appendices that provide elementary school demographics and an outline of the characteristics of a STW school.) (KC)

**ED 408 430** CE 074 146

*Pines, Marion Callahan, Jim*

**The Emerging Workforce Development System. Policy Issues Monograph 97-01.**

Johns Hopkins Univ., Baltimore, MD. Sar Levitan Center for Social Policy Studies.

Spons Agency—National Council on Employment Policy, Washington, DC.

Pub Date—Mar 97

Note—80p.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—Adult Education, Agency Cooperation, Case Studies, Change Strategies, Cooperative Planning, Economic Development, Federal Government, Federal Legislation, \*Federal Programs, \*Labor Force Development, National Surveys, Policy Formation, Private Sector, Public Agencies, Public Policy, State Legislation, State of the Art Reviews, \*State Programs, \*Statewide Planning, Strategic Planning, \*Systems Approach, Trend Analysis, Welfare Recipients

Identifiers—Florida, Michigan, Texas, Utah, Welfare to Work Programs

State policies and activities for systematizing work force development were examined through a survey completed by individuals involved in work force development in 40 states and case studies of policies and programs in Texas, Utah, Florida, and Michigan. Throughout all levels of government and the private sector, consensus that work force development is critical to success in the global economy is growing. The following underlying forces for change were identified: growth of the private sector's power; growing perception that collaborative activities may yield greater flexibility, efficiency, and access to new resources; the 104th Congress' focus on work force development consolidation and block grants; and new federal initiatives. A new work force development system with the following characteristics was advocated: driven by business, locally designed/implemented, universally available, user friendly, and measurable/accountable for short- and long-term results. The following items were recommended as ways of enhancing work force development systems: increased business participation/ownership; institutional planning and policy frameworks at the federal, state, and local levels; uniform data and reporting systems; and accountability standards focused on improved learning and higher earnings. (Eleven tables/figures are included. Appended are lists of the states responding to the survey and codes used in the tables.) (MN)

**ED 408 431** CE 074 150

**Literacy of Older Adults in America. Adult**

**Literacy Fact Sheet.**

Kent State Univ., OH. Ohio Literacy Resource Center.

Spons Agency—National Inst. for Literacy, Washington, DC.

Pub Date—May 97

Note—3p.; Excerpted from ED 402 513.

Pub Type—Numerical/Quantitative Data (110)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Academic Persistence, \*Adult Literacy, Functional Literacy, Information Literacy, Minimum Competencies, \*Older Adults, Reading  
Identifiers—\*National Adult Literacy Survey (NCES)

As part of the National Adult Literacy Survey (NALS) of 1992, the National Center for Education Statistics published a separate study that focuses on the literacy skills of older adults (aged 60 years and older) from a variety of perspectives, such as age, sex, amount of education, race or ethnic back-

ground, income, and geographic region. Some of the findings are as follows: (1) at least 60 percent of the respondents scored low in literacy proficiency; (2) the older the respondents, the lower the proficiency level; (3) the most educated had the highest literacy scores; (4) the oldest adults were the most likely not to have earned a high school diploma or its equivalent; (5) older adults are more likely to volunteer their time and to vote than younger adults, and those who did so scored significantly higher in literacy proficiency; (6) older adults rely more heavily on newspapers, magazines, and television for information, whereas younger adults rely more on radio and other family members; (7) older adults are less likely to read or write letters or memos; and (8) the average proficiencies of older adults in the South were highest among the four geographic regions. (KC)

**ED 408 432** CE 074 152

*Bendixen-Noe, Mary K. And Others*

**The Impact of Population Density on the Likelihood of Aid to Dependent Children (ADC) Clients Becoming Economically Self-Sufficient.**

Pub Date—3 Dec 93

Note—15p.; Paper presented at the Omicron Tau Theta Annual Professional Studies Seminar (1st, Nashville, TN, December 3, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Comparative Analysis, \*Economic Status, Educational Attainment, Employment Level, \*Population Distribution, \*Predictor Variables, Rural Areas, State Surveys, Urban Areas, Vocational Education, \*Welfare Recipients

Identifiers—Appalachia, Impact Studies, Ohio, \*Population Density, \*Self Sufficiency

The impact of population density on the likelihood of Aid to Dependent Children (ADC) clients becoming economically self-sufficient was examined through a study of 2,647 ADC recipients referred to a total of 8 comprehensive vocational assessment centers (CVACs) for ADC clients that were established in Ohio in 1992. Of the CVACs, two were from each of the following county types: super metro, metro, rural, and Appalachian. Overall, 58.8% of the individuals referred to CVACs showed up. The show-up rate was highest for the Appalachian counties (93.2%) and lowest for the super metro counties (39.0%). A random 8% (n=203) sample that was stratified by county type (based on population density) was drawn from each county in proportion to the number of clients who completed the CVA process. Information was collected regarding their education/work status and performance during the CVA process. Compared with their counterparts in rural and Appalachian counties, the CVA recipients from super metro and metro counties had higher reading and math grade equivalent scores and were more likely to be in education/work. The counties with midrange population density appeared to offer the best environment for increasing the economic self-sufficiency of ADC clients. (Contains 10 references.) (MN)

**ED 408 433** CE 074 211

*Keegan, Desmond*

**Foundations of Distance Education. Third Edition. Routledge Studies in Distance Education.**

Report No.—ISBN-0-415-13909-0

Pub Date—96

Note—224p.

Available from—Routledge, 29 West 35th Street, New York, NY 10001.

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—Adult Education, Case Studies, Classification, \*Cost Effectiveness, Developed Nations, \*Distance Education, Educational Development, \*Educational Planning, \*Educational Research, \*Educational Theories, Foreign Countries, Foundations of Education, Open Ed-

ucation, Program Effectiveness, Program Evaluation

Identifiers—Great Britain

This text gives an overview of distance education for students, administrators, and practitioners in distance education. Chapter 1 discusses the study of distance education. Chapter 2 analyzes forms of nonconventional education (open, nontraditional) that may have similarities to distance education but are not to be identified with it. Chapter 3 defines distance education in a way that identifies it and isolates it from other forms of education. Chapters 4-6 attempt a detailed analysis of the theoretical approaches formulated to date and classifies them into three groupings: theories of autonomy and independence, industrialization, and interaction and communication. Chapter 7 examines distance education in the light of a generally accepted theory of education to see whether it is possible or contradictory to speak of teaching at a distance or of learning at a distance. Chapter 8 discusses some existing classifications that contain elements that contribute to an understanding of the field and then suggests a new typology of distance teaching systems. Chapter 9 focuses on planning distance systems. Chapter 10 presents and then analyzes studies in order to put together certain economic indicators on the costs of distance education. Chapter 11 proposes a four-point evaluation scheme of effectiveness based on the quantity, quality, status, and relative cost of learning achieved. Five case studies are presented. Chapter 12 draws conclusions. An index is appended. (YLB)

**ED 408 434** CE 074 214

Haggard, Susie

**Maintenance Crisis vs Solutions.**

Pub Date—97

Note—5p.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Education, \*Demand Occupations, Employment Opportunities, Industrial Personnel, Industrial Training, \*Industry, \*In-plant Programs, Labor Force Development, \*Labor Needs, \*Maintenance, Program Development, Technical Institutes, Two Year Colleges, Vocational Education

Industrial maintenance in Northeast Georgia is facing an acute crisis. Contributing factors are economic development that is depleting the work force, aging of the population, downsizing of the military, and lack of technical school graduates. Solutions to the crisis fall into three categories: short-term, mid-term, and long-term. For short-term solutions, Athens Area Technical Institute concentrates on improving the efficiency and effectiveness of existing maintenance staff, total productive maintenance, and tools to predict equipment failure and eliminate unscheduled downtime. Creating a learning organization within the company is the mid-term solution used by Athens Tech. A cross-trained or multicraft maintenance staff reduces the need for additional maintenance staffing. The long-term solution is to develop future staffing—a solution which can require up to 4 years to train a multicraft maintenance technician. One area company, ABB Power T&D, has worked with Athens Tech to develop a model for providing for future maintenance staff needs. The project is designed to provide for future maintenance staff openings and upgrading and cross-training existing maintenance staff. A trainee program will provide 10 multicraft maintenance staff to cover retirements and provide for future growth. Existing staff receives 4 hours per week of onsite classroom training. Other solutions for providing long-term maintenance staffing include apprenticeship, cooperative education, and school-to-work programs. (YLB)

**ED 408 435** CE 074 215

**Adult Learning: "The Key to the 21st Century." Annual Report 1996.**

University of the Western Cape, Bellville (South Africa). Centre for Adult and Continuing Edu-

cation.

Pub Date—96

Note—38p.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Adult Education, \*Adult Educators, Adult Learning, \*Distance Education, Educational Research, Foreign Countries, \*International Educational Exchange, Learning Modules, Lifelong Learning, Networks, Non-formal Education, Program Development, \*Staff Development, Workshops

Identifiers—\*University of the Western Cape (South Africa)

During 1996, the Center for Adult and Continuing Education (CACE) at the University of the Western Cape, South Africa, was in a process of rapid transition. Staff participated in a retreat during which a vision of CACE's work was rebuilt. CACE staff were closely involved with the Western and Northern Cape Provinces Departments of Education in the development of their adult basic education and training plans for professional development. A significant development was the launch of the distance Advanced Diploma for Educators of Adults in the Northern Cape. The Certificate Program, a 2-year part-time distance education course for adult educators, was delivered for the ninth year. Three of six modules of the certificate were completed. The Continuing Education Program conducted successful activities in these areas: provision of nonformal education workshops; CACE publications; consultations; conferences and seminars; networking adult educators and trainers; the CACE Resource Centre for provision of educational support and resources; and development of a proposal to develop a Program of Lifelong Learning. CACE continued three international exchange programs with the Fircroft-CACE Academic Links Program; Center for Adult Educators; and Steelworkers Humanity Fund. Research projects undertaken were Social Uses of Literacy Project, Adult Education and Training in the Context of Globalization, and staff research for higher degrees. (Appendixes include lists of conferences and workshops attended and papers, articles, books, and presentations.) (YLB)

**ED 408 436** CE 074 218

Miller, Michael T. Evans, Jennifer P.

**In Pursuit of Seamless Education: Collaboration between Educational Sectors.**

Pub Date—97

Note—16p.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Agency Cooperation, Community Colleges, \*Community Education, \*Continuing Education, Cooperative Planning, Coordination, \*Educational Cooperation, Educational Planning, Educational Research, Higher Education, \*Institutional Cooperation, Interscholar Communication, Lifelong Learning, Postsecondary Education, Secondary Education, \*Teacher Collaboration, Two Year Colleges

A study identified potential barriers to successful intra-institutional collaboration involving educators at secondary schools, community colleges, community education agencies, and higher education institutions. Twenty educators from various educational agencies in Alabama and Georgia were identified to be included in the interview process by using a snowball technique. All individual were interviewed in person. Notes were taken during each interview and provided to each participant for amendment, correction, or editing. Analysis of interview notes indicated moderate duplication in many noncredit, nondegree programs. Organizational collaboration was seen as having the ability to enhance the range and depth of courses and to allow for greater organizational flexibility in offering courses. The primary barrier to working with other educational providers was miscommunication among program directors, teachers, and other managers and administrators. These other barriers were identified: pressure to maintain academic freedom and control of the classroom, teachers who preferred to "teach to the test," rapid turn around time in local industry incentive training, tradition, atti-

tude of college professors, energy and incentive for teachers to communicate with colleagues at other providers, the "make-a-buck" attitude in self-supporting programs, and administration of various agencies. (YLB)

**ED 408 437** CE 074 219

Rick, Jo And Others

**Stress: Big Issue, But What Are the Problems?** Sussex Univ., Brighton (England). Inst. for Employment Studies.

Report No.—ISBN-1-85184-259-4; IES-R-331

Pub Date—97

Note—108p.; Study supported by the IES Co-operative Research Programme.

Available from—Grantham Book Services, Isaac Newton Way, Alma Park Industrial Estate, Grantham NG31 9SD, England, United Kingdom.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC05 Plus Postage.**

Descriptors—Adult Education, Adults, Case Studies, Coping, Employee Attitudes, Foreign Countries, Job Satisfaction, \*Organizational Climate, \*Quality of Working Life, Self Management, \*Stress Management, \*Work Environment

Identifiers—Great Britain

This report presents findings from a 1995-96 British project on stress management in the workplace. Chapter 1 outlines its objectives and methodology. Chapters 2-3 review some current thinking and research literature on stress and management. They discuss the high prevalence of stress and its transformation from an area of social science research to a facet of apparently normal everyday experience. The current perspectives on stress and stress management are described, the evidence for the effects of stress is considered, and approaches to its management are summarized. Examples of good and bad stress management practice are highlighted and a process framework for intervention is proposed. Chapters 4-5 look at the principles of good practice in stress management that can be extrapolated from both academic research and eight case study organizations participating in the project. A framework for intervention is proposed, supported by examples of good practice in organizational settings. Five key elements of good practice are identified: assessment and diagnosis, solution generation, implementation, evaluation, and ongoing monitoring and feedback. In the second section, the case studies are presented. Identified as cases where methodologically sound evaluation had highlighted good practice, these cases represent a realistic picture of the wide range of interventions in place in organizations today. (Contains 117 references.) (YLB)

**ED 408 438** CE 074 221

Anderson-Harper, Heidi M. And Others

**Curricular Development in Health Professions: Understanding Our Basic Assumptions.**

Pub Date—Mar 97

Note—15p.; Roundtable presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Allied Health Occupations Education, \*Concept Formation, \*Curriculum Development, \*Educational Development, Higher Education, \*Pharmaceutical Education, Pharmacists, Pharmacology, Postsecondary Education, Teaching Methods

Identifiers—\*World Views

A study analyzed documents developed through major studies, commissions, and research efforts in pharmacy education to determine the conceptual frameworks upon which health profession education programs are built. Researchers conducted a content analysis of each document by organizing the sentences, words, and phrases contained in separate units of information. Data for each document were grouped into three world view categories—technical, practical, or emancipatory—based on Habermas' work of knowledge-constitutive inter-

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ests and Grundy's application of these ideas to curriculum as guides for dealing with instruction and teaching. Each study was classified as having a major, minor, and/or implied conceptual orientation based upon the quantity of data in each worldview category, tone and metaphors identified, and recommendations proposed. Findings suggested that each worldview had been incorporated into these studies with varying degrees of emphasis and clarity. The trend was to challenge educators to shift the curriculum from a purely technical focus to a practical perspective. A subset of recommendations encouraged inclusion of the emancipatory view. Movement had been made toward more field-based instruction and application of knowledge, but the major model for pharmacy education remained technical and involved classroom lectures with the teacher as the dispenser of knowledge and the student as receiver. (Appendices include three tables and a description of the metaphors derived from the studies/commissions.) (YLB)

**ED 408 439** CE 074 222

Kazemek, Francis E.

### "A Gathering of Individuals": A Longitudinal Study of a Writing Workshop for Older Adults.

Pub Date—Mar 97

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

### EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adult Education, \*Adult Literacy, Educational Research, \*Literacy Education, Longitudinal Studies, Older Adults, \*Outcomes of Education, Program Effectiveness, Writing Improvement, Writing Instruction, Writing Skills, \*Writing Workshops

Identifiers—Life Review

A longitudinal study focused on a weekly writing workshop for a group of active older adults ranging in age from 67-91. The core group consisted of 14 elders. The research that explored elders' literacy confirmed the importance of its social nature and its grounding in specific cultural and historical contexts; varying perceptions and uses of literacy; and various reasons for writing. The workshop followed a flexible, yet regular pattern: talking and telling stories about their lives, past and present, and current events and then reading what individuals had written during the week. Through more talk, the workshop explored the new topic—one of those discussed or one suggested by the workshop leader. Information for the study was gathered through observations, field notes, informal and more formal interviews, copies of elders' writing, and participants' 1-week literacy audits. A complex and impressive range of reading demonstrated the individual and social complexity of reading. Writing for the workshop included a variety of discourse forms. Outside of these pieces, the most common forms of writing were personal letters and greeting cards. The workshop served as a catalyst for extended writing, contributed to the reading of a range of different texts, and became a source of connections, friendships, and community. The workshop allowed elders to explore their lives and gave them a purpose. (Contains 34 references.) (YLB)

**ED 408 440** CE 074 223

Kroth, Michael

### Life Mission and Adult Learning, An Exploratory Study Examining Theoretical Relationships and Their Impact upon Adult Education.

Pub Date—Mar 97

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

### EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adult Education, \*Adult Learning, Careers, \*Goal Orientation, Individual Development, \*Learning Theories, Life Events,

### \*Life Satisfaction, Psychological Needs, Self Actualization, Self Concept

A study investigated the relationships between adult learning theory and the question "Why am I?" or life mission. Three sets of interviews were conducted, each involving a comprehensive interview with each of five people who had made a significant contribution to society over their individual lifetimes. The first set elicited information about the development of individual life mission, the second developed an understanding of the relationship between life mission and learning, and the third was used to validate, revise, and enrich conclusions proposed about theoretical relationships. Personal journals were also kept and analyzed. Influences upon life mission development could be categorized as having socially constructed, biological, or spiritual origins. Several connections between life mission and adult learning were identified. The stronger and more focused a person's life mission, the stronger and more focused was the learner's self-direction. The learning process could cause adults to revise or to reinforce their mission. Life mission sat at the center of a person's life. Implications for adult education were as follows: educators should demonstrate the relevance of the material to the learner; the environment should facilitate transformative learning; the teacher should develop his/her own mission; and resonance should be found between the learner's and the community's missions. (Contains 94 references.) (YLB)

**ED 408 441** CE 074 225

Long, Huey B. And Others

### Expanding Horizons in Self-Directed Learning.

Report No.—ISBN-1-885584-02-4

Pub Date—97

Note—306p.; Based on papers presented at the International Self-Directed Learning Symposium (10th).

Available from—Classic Book Distributors, 4409 Balmoral Court, Norman, OK 72702 (\$27.95).

Pub Type—Books (010)

### Document Not Available from EDRS.

Descriptors—Adult Education, \*Adult Learning, \*Cognitive Style, Comparative Analysis, Educational Needs, Educational Trends, Foreign Countries, Higher Education, \*Independent Study, Junior High Schools, Learning Activities, Learning Experience, Learning Motivation, Learning Processes, \*Learning Readiness, Learning Strategies, Mathematics Education, Mentors, Middle Aged Adults, Middle Schools, Private Agencies, Professional Education, Public Agencies, Test Reliability, Test Validity, Voluntary Agencies, Work Environment

Identifiers—Downsizing, Quebec, \*Self Directed Learning Readiness Scale, Transformative Learning, United States

The following papers are included: "Preface" (Huey B. Long); "Self-Directed Learning: Smoke and Mirrors?" (Huey B. Long); "From Self-Culture to Self-Directed: An Historical Analysis of Self-Directed Learning" (Amy D. Rose); "The Link between Self-Directed and Transformative Learning" (Jane Pilling-Cormick); "Learner Orientations among Baby Boomers: Is There More Self-Directed Learning in the Future of Higher Education?" (Gary J. Confessore, Dianne L. Barron); "Self-Directed Learning in Professional Education: Guided Self-Assessment as a Tool to Facilitate Self-Directed Learning of Medical Students" (Alahna Allen); "Managers as Self-Directed Learners: Comparing Findings of Studies in Private and Public Sector Organizations" (William J. Kops); "Learning in Adversity: Incidence of Self-Directed Learning among Downsized Employees" (Sharon J. Confessore, Dede Bonner); "Self-Directed Learning in Health Care Institutions—An Analysis of Policies and Practices" (Roland Foucher, Francois Brezot); "Perceptions and Intentions of Training Managers Regarding Self-Directed Learning" (Josee Landriault, Alain Gosselin); "Self-Directed Learning in the Workplace: Summary Report on Research and Practice in Quebec" (Roland Foucher); "Practitioners' Application of Self-Directed Learning: Education of the Department of Defense's Program Managers under the Defense Acquisition Workforce Improvement Act" (Jay W. Gould III);

"Squelching Self-Directed Learning: Marginalized Learners and Their Environments" (Robert J. Bulik); "Developing Self-Efficacy among Baccalaureate Students: Pygmalion Revisited" (Gary J. Confessore, Richard W. Herrmann); "Mentoring as Self-Directed Learning for Native Americans" (Gary Luna, Deborah Cullen); "Item Analysis of Guglielmino's Self-Directed Learning Readiness Scale: Revisiting the Issue of Internal Consistency" (Scott S. Morris); "Reliability and Validity of the Self-Directed Learning Readiness Scale and the Learning Preference Assessment" (Lucy Madsen Guglielmino); "Self-Directed Learning in Mathematics—An Impossibility in the Middle School?" (Gary J. Hoban, Claudia J. Sersland); "Relationship of SDLRS (Self-Directed Learning Readiness Scale) and Family Members" (Huey B. Long, Donna Cloud); "Self-Directed Learning Effects in Voluntary Associations' Organizational Framework" (Patricia Portelli); "Midlife Adults in Self-Directed Learning: A Heuristic Study in Progress" (Michael A. Beiler); "Self-Directed Learning in the Next Century: What Should the Orientation Be?" (Rene Bedard); and "Uses of the Guglielmino Self-Directed Learning Readiness Scale" (Nicole rae Winters Walker, Huey B. Long). (MN)

**ED 408 442** CE 074 228

Ehrmann, Stephen C.

### Adult Learning in a New Technological Era.

#### OECD Proceedings.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—ISBN-92-64-15317-9

Pub Date—96

Note—166p.; For a related document, see CE 074 229.

Available from—OECD Publications and Information Center, 2001 L Street, N.W., Suite 650, Washington, DC 20036-4922.

Pub Type—Reports - Research (143)

### EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Adult Education, \*Adult Learning, Adult Programs, Change Strategies, Comparative Analysis, \*Computer Uses in Education, Distance Education, Educational Change, Educational Finance, Educational Needs, Educational Objectives, \*Educational Policy, Educational Practices, Educational Strategies, \*Educational Technology, Foreign Countries, Internet, Lifelong Learning, Needs Assessment, Position Papers, Postsecondary Education, Program Costs, Program Development, \*Strategic Planning, Teacher Student Relationship, Teaching Methods, \*Technological Advancement

Identifiers—Organisation for Economic Cooperation Development

This report, which is intended for government officials, educators, and others interested in using technology in educational programs for adults, examines the effects of modern technologies on the accessibility, outcomes, and costs of adult learning programs. It draws on conclusions of previous Centre for Educational Research and Innovation (CERI) work on education and technology, particularly on 15 case studies prepared for an international roundtable held in Philadelphia (Pennsylvania) in February 1996. Discussed in chapter 1 are the necessity of using computing, video, and telecommunications in various sectors of postsecondary learning in industrialized nations and the importance of making adult programs accessible, attractive, and relevant to adult learners. Chapter 2 explains how technology can extend access to more learners, improve the quality of learner outcomes, control per-learner costs, and support the following modes of learning: real-time conversation; time-delayed conversation; learning by doing; and directed instruction. Selected technology-supported adult learning services in various sectors of education in different Organisation for Economic Cooperation and Development countries are described in chapter 3. Detailed in chapter 4 are various policy options regarding technology-supported educational programs for adults. Among the areas explored are the following: supporting learning equitably; prioritizing



ing planned improvements; addressing courseware shortages; using technology to control costs; and collecting evaluative data. The report's major conclusions regarding policy issues in using technology to support adult learning are summarized in chapter 5. (Contains 127 references and 11 tables/figures.) (MN)

**ED 408 443** CE 074 229

**Adult Learning and Technology in OECD Countries. Proceedings of a Round Table (Philadelphia, Pennsylvania, February 14-16, 1996).**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation; National Center for Adult Literacy, Philadelphia, PA.

Report No.—ISBN-92-64-15320-9

Pub Date—96

Note—358p.; For a related document, see CE 074 228.

Available from—OECD Publications and Information Center, 2001 L Street, N.W., Suite 650, Washington, DC 20036-4922.

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Adult Education, \*Adult Learning, Adult Programs, Case Studies, Comparative Analysis, \*Computer Uses in Education, Corporate Education, \*Distance Education, \*Economic Change, Educational Change, Educational Environment, Educational Practices, \*Educational Technology, Educational Trends, English (Second Language), Foreign Countries, Government School Relationship, Independent Study, Information Networks, In-service Teacher Education, Instructional Materials, Language Teachers, \*Lifelong Learning, Multimedia Instruction, Postsecondary Education, Rural Areas, Rural Education, Second Language Learning, Teacher Improvement, Tourism, Trend Analysis

**Identifiers**—Organisation for Economic Cooperation Development

This book, which is based on the papers presented by the various countries attending an international conference on technology and adult learning, contains 16 papers examining the use of technology in adult learning programs in the context of major institutional and economic change. The following papers are included: "A View from Philadelphia: Fifty Years On" (Stephen McNair) with a French version, "Philadelphie: en avance de 50 ans"; "Australia—Learning Technologies in the Tourist Industry" (Ralph Leonard); "Canada—Technology in Adult Second Language Training" (Bernart Hart, Katherine Peart); "Denmark—The Country of the Classroom" (Lilla Voss); "France—Tele-languages Distance Learning for Language Teachers: A Distance-Training Programme for Language Teachers Using Authentic Audio-visual Materials"; "Germany—Multimedia Systems in Corporate Training" (Peter Schenkel); "Italy—An 'Inform-active' Learning Environment" (Graziella Tonfoni); "Japan—Technology and Higher Education" (Akemi Kawafuchi); "Korea—Multimedia in Company Training" (Beyong-Gil Sohn, Young-Sun Yang); "Netherlands—Networks and Materials" (P. A. Kirschner et al.); "New Zealand—Technology and Deregulation" (Tom Prebble); "Norway—An Electronic College" (Morten Plate Paulsen, Torstein Rekkedal); "Spain—Education in Rural Communities" (Elena Veiguela Martinez, Carlos San Jose Villacorta); "Switzerland—Learning Technologies in Companies" (Alan McCluske); and "United Kingdom—Technology for Adult Learning" (Eddie Brittain). (MN)

**ED 408 444** CE 074 230

Bertrand, Olivier

**Assessing and Certifying Occupational Skills and Competencies in Vocational Education and Training.**

Organisation for Economic Cooperation and De-

velopment, Paris (France).

Report No.—ISBN-92-64-14690-3

Pub Date—96

Note—193p.

Available from—OECD Publications and Information Center, 2001 L Street, N.W., Suite 650, Washington, DC 20036-4922.

Pub Type—Reports - Research (143)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Adult Education, Adults, Case Studies, Comparative Analysis, Competence, \*Education Work Relationship, Educational Policy, \*Educational Practices, Educational Trends, \*Employment Qualifications, Foreign Countries, Immigrants, International Educational Exchange, Job Training, National Programs, Policy Formation, Postsecondary Education, Recognition (Achievement), Secondary Education, \*Student Certification, \*Student Evaluation, Systems Approach, Testing, Transfer of Training, Trend Analysis, \*Vocational Education

**Identifiers**—Organisation for Economic Cooperation Development

This document contains the analytical reports and case studies presented at a 1992 Organisation for Economic Cooperation and Development policy seminar that focused on assessment, certification, and recognition of skills and qualifications in vocational education and training. The following papers are included: "The Issues" (Hilary Steedman); "Problems of Definition" (Gabriel Fragniere); "Problems of Implementing Assessment and Certification" (Sheila Clarke, Ron Tuck); "Comparability and Recognition of Qualifications: European Experiences" (Olivier Bertrand); "The Issue of Certification: The Case of Portugal Experience and the European Dimension" (Luis Imaginario); "The Curricular and Pedagogic Implications of New Approaches to Assessment and Certification" (Michael Young); "The Role of Assessment and Certification in the Functioning of Training and Labour Markets" (Myriam Campinos-Dubernet); "Portability and Transferability of Qualifications" (Protes Da Fonseca); "Implementing Assessment, Certification and Validation" (John Rodgers); "Austria: Issues of Certification in the Dual System" (Helmut Aigner); "Canada (Quebec): Recognition and Assessment of the Skills and Competencies of Adult Workers and of Immigrants" (Claire Prevost-Fournier); "France: Examinations in a Centralised School-Based Training System" (Benoit Bouxy); "Germany: The Institutional Framework and Certification in the Dual System" (Wilfried Reisse); "Netherlands: Training and the Assessment of Adults' Skills and Competencies" (A. T. H. Jansen); "New Zealand: The Development of a System of Qualifications and Certification Based on Skills" (David Hood); and "United States: In Search of a National System of Qualifications" (Winifred I. Wernat). (MN)

**ED 408 445** CE 074 231

Bucht, Bertil Harnqvist, Kjell

**Education and Employment. Indicators of Education Systems = Formation et Emploi. Indicateurs des Systemes d'Enseignement.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—ISBN-92-64-04357-8

Pub Date—95

Note—159p.

Available from—OECD Publications and Information Center, 2001 L Street, N.W., Suite 650, Washington, DC 20036-4922.

Language—French, English

Pub Type—Reports - Research (143) — Multilingual/Bilingual Materials (171)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Context Effect, Cost Effectiveness, Cultural Influences, Data Analysis, Data Collection, Definitions, Demography, Economic Factors, \*Education Work Relationship, Educational Attainment, Educational Objectives, Educational Principles, Educational Quality, Educational Trends, Equal Education, \*Evalu-

tion Criteria, Foreign Countries, International Cooperation, \*International Educational Exchange, Models, \*Outcomes of Education, Postsecondary Education, Relevance (Education), Salary Wage Differentials, Secondary Education, Sex Differences, \*Strategic Planning, Trend Analysis, Unemployment

**Identifiers**—\*International Standards, Organisation for Economic Cooperation Development, \*Quality Indicators

This book contains 11 reports describing the conceptual, methodological, and policy problems encountered during development of the international indicators known as Network B, which were developed as part of the Organisation for Economic Cooperation and Development's Project on International Indicators of Education Systems to serve as international measures of education and labor market destinations. The following papers are included: "Introduction" (Bertil Bucht); "Indicators of Network B" (Olof Jos, Kenny Petersson); "Concepts and Definitions" (Thomas J. Healy, Allan Nordin); "Contextual Factors Surrounding Transitions from Education to the Labour Market" (Kenneth D. Bennett); "La transition entre l'école et l'emploi (Transition from School to Employment)" (Michel-Henri Gensbittel, Christine Mainguet); "Education, Employment, and Unemployment" (Birgitte Bovin); "The Rate of Return to Education: A Proposal for an Indicator" (Nabeel Alsalam, Ronald Conley); "Gender Disparities in Labour Market Outcomes of Education" (Nicholas Pole); "Methodological Issues in the Calculation of an Index of Gender Differences" (Luc Van de Poel); "Indicators of Continuing Education and Training" (Anna Borkowsky, Maurice van der Heiden, Albert Tuijnman); and "Conclusions" (Bertil Bucht). English and French forewords are included. All papers include English and French abstracts. (MN)

**ED 408 446** CE 074 232

**Lifelong Learning for All. Meeting of the Education Committee at Ministerial Level (4th, Paris, France, January 16-17, 1996).**

Organisation for Economic Cooperation and Development, Paris (France).

Report No.—ISBN-92-64-14815-9

Pub Date—96

Note—363p.

Available from—OECD Publications and Information Center, 2001 L Street, N.W., Suite 650, Washington, DC 20036-4922.

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Adult Education, Early Childhood Education, Economic Change, \*Education Work Relationship, \*Educational Needs, Educational Objectives, \*Educational Policy, \*Educational Principles, Educational Resources, Educational Technology, Elementary Secondary Education, Financial Support, Foreign Countries, Government Role, Government School Relationship, Labor Market, \*Lifelong Learning, Needs Assessment, Nonformal Education, Nontraditional Education, Policy Formation, Population Trends, Postsecondary Education, Social Change, \*Strategic Planning, Tables (Data), Teacher Improvement, Technological Advancement, Trend Analysis, Work Environment

**Identifiers**—\*Learning Society, Organisation for Economic Cooperation Development

This document summarizes the proceedings of a meeting of the Organisation for Economic Development's Education Committee that focused on the theme of making lifelong learning a reality for all. Part I explains the participants' decision to focus on making learning a process extending from early childhood through retirement, describes the main policy issues addressed during the meeting, and presents the communiqué released by the ministers after the meeting. Part II examines the following trends and policy issues in OECD economics and societies: making transitions to learning economics and societies; moving toward lifelong learning for all; establishing the foundations for lifelong learning (culture/values/pluralism in school learning,

## 8 Document Resumes

positive learning environments, investment in early childhood education; improving pathways and transitions in lifelong learning and work; managing autonomy and choice and determining the role of government in lifelong learning; using goals and standards in formal and nonformal learning; strengthening educational resources (teachers and other key actors, new technologies, physical settings and information for lifelong learning); and paying for lifelong learning for all. Contains 121 tables/figures and 329 references. Appended are 63 tables of additional evidence and key statistics. (MN)

ED 408 447 CE 074 233

St. John-Brooks, Caroline

### Mapping the Future: Young People and Career Guidance.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—ISBN-92-64-15319-5

Pub Date—96

Note—156p. For related documents, see ED 379 801 and ED 393 211.

Available from—OECD Publications and Information Center, 2001 L Street, N.W., Suite 650, Washington, DC 20036-4922.

Pub Type—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adjustment (to Environment), Adult Education, \*Career Education, \*Career Guidance, Case Studies, Counseling Effectiveness, \*Counseling Techniques, Delivery Systems, \*Education Work Relationship, Foreign Countries, Information Needs, Labor Market, \*Lifelong Learning, Postsecondary Education, Privatization, \*School Guidance, Secondary Education, Work Environment

Identifiers—Organisation for Economic Cooperation Development

This report examines the strengths and weaknesses of educational and career guidance in seven Organisation for Economic Development (OECD) countries. Chapter 1 defines educational and career guidance as embracing three key elements: educational, career, and personal/social guidance. Described in chapter 2 is the role of educational and career guidance in helping young people understand their abilities/aspirations and make a successful school-to-work transition. Chapter 3 explores the possible role of educational and career guidance in the labor market policies of OECD member countries and in helping individuals adapt to the changing world of employment. The emergence of lifelong learning as a dominant educational and economic theme is discussed along with the policy implications of the idea of continuous learning in a flexible labor market. The remaining two-thirds of the report focuses on selected career/educational guidance-related issues in the following countries: Austria (adding flexibility to traditional approaches); Canada (multiple recipes for success); Finland (a mass system moving toward individuals); Italy (the need to turn rhetoric into a more consistent reality); Japan (the need for guidance in a changing labor market); Mexico (adding the career element to educational guidance); and Scotland (whether privatization will deliver what clients want). Contains 41 references. (MN)

ED 408 448 CE 074 234

Miller, Riel

### Measuring What People Know, Human Capital Accounting for the Knowledge Economy.

Organisation for Economic Cooperation and Development, Paris (France).

Report No.—ISBN-92-64-14778-0

Pub Date—96

Note—110p.

Available from—OECD Publications and Information Center, 2001 L Street, N.W., Suite 650, Washington, DC 20036-4922.

Pub Type—Reports—Research (143)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Competence, Decision Making, Economic Change, Economic

Factors, Employment Qualifications, Foreign Countries, Government Role, \*Human Capital, Information Utilization, \*Knowledge Level, Labor Force, \*Measurement Techniques, Models, \*Productivity, Systems Approach, Trend Analysis

Identifiers—Australia, Human Capital Theory, \*Information Society, Organisation for Economic Cooperation Development

This book explores the problem of developing a framework for rethinking human capital information and decision making in light of the economic changes that are currently occurring in many Organisation for Economic Cooperation and Development countries. It examines human capital information and decision making in the context of recent developments in the measurement, accounting, and market recognition of competencies. The following are among the topics discussed in the book's seven chapters: defining the problem of human capital decision making under changing economic circumstances; reassessing existing theory/assumptions regarding human capital; considering the distinction between acquisition and utilization of embodied human competencies when making human capital allocation decisions; current practices in the financial accounting and reporting of training costs and labor force qualifications; overcoming obstacles to the measurement, accounting, and market recognition of human capital; improving the measurement, accounting, and market recognition of the stocks and flows of acquired human competencies; and the role of government and the benefits of rethinking human capital information and decision-making systems. Appended are estimates of allocation to individuals/firms/governments of costs/benefits of human capital acquisition and a summary of the characteristics of the Australian model of vocational education and training. Contains 214 references. (MN)

ED 408 449 CE 074 236

### Journey to the Future. Today...Tomorrow...Forever...A Career Exploration Guide for Middle School Students.

Partnership for Academic and Career Education, Pendleton, SC.

Pub Date—96

Note—48p.

Pub Type—Guides—Classroom—Learner (051)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Career Choice, \*Career Development, \*Career Exploration, Employment Qualifications, Interest Inventories, Intermediate Grades, Junior High Schools, Middle Schools, Occupational Clusters, Occupational Information, Student Interests, \*Values Clarification

Identifiers—\*Middle School Students

This guide was designed to help middle school students plan career paths and make career choices. The booklet is organized in four sections, each intended to guide students in their career development process. The first section focuses on self-awareness as part of career exploration. The second section features five career clusters and related job opportunities. The third section highlights the ever-changing nature of the workplace and careers of today and the future, and the final section provides a framework for students to develop realistic, attainable career goals. Throughout the booklet, learning activities provide space for students to write in their thoughts, using prompts such as lists of personal traits, interests, job duties, and lifestyle characteristics. (KC)

ED 408 450 CE 074 237

### Mentoring: Making a Difference for Tomorrow's Workers. A Handbook for Business and Industry Personnel Involved in School-to-Work Programs.

Partnership for Academic and Career Education, Pendleton, SC.

Pub Date—96

Note—13p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—\*Education Work Relationship, Employer Employee Relationship, \*Mentors, \*On the Job Training, Postsecondary Education,

Program Implementation, Role, Role Models, \*Role Perception, School Business Relationship, Secondary Education

Presented in a question-and-answer format, this guide is designed to answer the questions of persons who have agreed to become mentors for students in school-to-work programs. The guide answers the following 12 questions: (1) Why am I here? (2) What is mentoring all about? (3) What does mentoring have to do with School-to-Work? (4) Where do I fit into all this? (5) What are some of the qualities of a successful mentor? (6) What are some of the good things that come out of mentoring programs? (7) How can I be sure we start off on the right foot? (8) Are there certain questions I can expect from the student? (9) What aren't you telling me? (10) Are there some pitfalls and obstacles to avoid? (11) How do I teach them to do the job? (12) What else do I need to know about teaching? and (13) What about feedback? (KC)

ED 408 451 CE 074 238

### PACE Summer Institute '96 (10th, Pendleton, South Carolina, June 17-28, 1996). Resource Handbook for Teachers & Counselors.

Partnership for Academic and Career Education, Pendleton, SC.

Spons. Agency—South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date—June 96

Note—105p.

Pub Type—Collected Works—Proceedings (021)—Opinion Papers (120)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—High Schools, \*Institutes (Training Programs), \*Learning Activities, Postsecondary Education, Program Implementation, Student Projects, \*Summer Programs, \*Tech Prep, \*Technical Occupations, Workshops

This resource handbook provides a brief overview of ideas, facts, and resources offered during the Partnership for Academic and Career Education's (PACE) 10th annual Summer Institute. The institute's goal was to inform participants about nontraditional careers open to students, with special emphasis on midlevel technology careers and to recommend strategies to help students prepare for these rewarding and lucrative careers. The handbook includes six sections that cover the following: (1) descriptions of industry tours at three companies; (2) descriptions of technology demonstrations at Tri-County Technical College; (3) summaries of 13 general institute sessions, including tech prep and school-to-work, a self-esteem workshop, the South Carolina educational story from 1961-1996, campus resources, using community resources to build career awareness, keeping kids in school, non-traditional careers, gender fairness in the classroom, integrative learning, work-based learning models (school-to-work, youth apprenticeship, and other), strategies for funding classroom projects, enterprise zones and economic development, and attracting industry to South Carolina; (4) a list of participant projects; (5) a list of 64 resources; and (6) participant comments. Three appendixes include the institute schedule and flyer; list of participants, staff, and presenters; and sample materials. (KC)

ED 408 452 CE 074 240

### Seeking Employment in the 90's: Job Search Guide.

Partnership for Academic and Career Education, Pendleton, SC.

Pub Date—Apr 96

Note—42p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Employment Interviews, Employment Qualifications, High Schools, Higher Education, \*Job Applicants, \*Job Application, Job Placement, \*Job Search Methods, \*Job Skills, Labor Market, \*Resumes (Personal)

This booklet, written as a group project for a class in technical writing, provides a guide for students in exploring, practicing, and actually conducting the job search process. It includes a step-



by-step process that should increase students' chances of securing a job that matches their interests and skills after high school or college. The four chapters of the booklet cover the following topics: getting started in a job search; introducing oneself to potential employers via the telephone, cover letters, resumes, and job applications; interviewing skills; and going to work. The booklet contains 12 resources for further information. (KC)

**ED 408 453** CE 074 241

[South Carolina School-to-Work Brochures]. Partnership for Academic and Career Education, Pendleton, SC.

Spons Agency—South Carolina State Dept. of Education, Columbia. Office of Occupational Education.

Pub Date—97

Note—15p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Career Choice, Career Development, Career Education, \*Education Work Relationship, Educational Legislation, Learning Activities, \*School Business Relationship, Secondary Education, State Legislation, State Programs

Identifiers—\*Job Shadowing, \*South Carolina

This packet includes three pamphlets from the South Carolina School-to-Work Initiative, which involves many components in ensuring for students high levels of academic and technical achievement; strong problem-solving, teamwork and technology skills; clear career goals; better access to postsecondary education and meaningful employment; and a better understanding of the world of work. The first pamphlet explains what school-to-work is, why it is needed, the key elements of school-to-work, what teachers can do to help, and the benefits to students. The two additional pamphlets discuss the following: (1) expanding opportunities for students, employers, and communities; and (2) student job shadowing, a school-to-work project connecting classrooms and careers for students in Pickens County, its benefits for students and employers, what shadowing activities are recommended, what types of jobs students can shadow, why employers should participate in shadowing, and a contact person for further information. (KC)

**ED 408 454** CE 074 244

Turlington, Anita J. Walter, Diana

**Success by Choice: A Workshop for Parents on Tech Prep and Mid-Level Technology Careers. Facilitator's Guide.**

Partnership for Academic and Career Education, Pendleton, SC.

Pub Date—94

Note—181p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—Articulation (Education), Career Choice, Career Education, Community Colleges, \*Demand Occupations, \*Education Work Relationship, High Schools, Labor Market, \*Occupational Information, Parent Child Relationship, Parent Role, Teaching Guides, \*Tech Prep, Technical Education, \*Technical Occupations, Two Year Colleges, Vocational Education, \*Workshops

Identifiers—\*South Carolina

This guide was designed to help high school teachers and guidance counselors present a 2.5 hour or 4-hour workshop on tech prep, school-to-work, and career counseling for parents. It is designed to give parents a brief look at the changing workplace and the training, skills, and experience required to enter and advance; illustrate specific ways that parents can help their children to explore careers; and introduce tech prep, its relationship to the changing workplace, and the opportunities it provides. The guide includes these four topics: (1) definitions of success and an overview of the workshop; (2) the transformed workplace, the skills and education expected of future employees, and new opportunities in midlevel technology career fields; (3) tech prep; and (4) ways that parents can help children explore careers and related educational opportunities. Each topic is divided into major concepts,

equipment and materials needed, participant learning objectives, and presentation. Four appendixes provide the following: (1) numbered activities; (2) numbered transparencies, transparency masters, and blank transparencies for customized use; (3) workshop handouts and materials for participants' packets; and (4) resources and supplemental reading materials for facilitators, a glossary of terms, suggestions for planning and running a successful workshop, workshop evaluation form, and list of works cited. (KC)

**ED 408 455** CE 074 248

Brantley, Clarice P. Davis, Bobbye J.

**The Changing Dimensions of Business Education. National Business Education Yearbook, No. 35.**

National Business Education Association, Reston, Va.

Report No.—ISBN-0-933964-50-1

Pub Date—97

Note—204p.

Available from—National Business Education Association, 1914 Association Drive, Reston, VA 22091-1596.

Pub Type—Books (010) — Collected Works - Serials (022) — Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Business Education, \*Business Education Teachers, Change, Change Agents, Curriculum, \*Curriculum Development, \*Educational Change, Educational Needs, Educational Trends, Futures (of Society), Higher Education, Secondary Education, Teaching Methods, \*Technological Advancement

This yearbook contains 17 chapters that provide a perspective on the changes in business today. The book is organized in six parts that cover the following: (1) the historical perspective for the changing dimensions in business education; (2) the forces that have an impact on changes in business education; (3) specific technologies that enable changes in business education; (4) traditional and innovative approaches to preparing, retaining, retraining, and rewarding business educators; (5) how business education can accommodate change; and (6) a practical plan for lifelong learning. The following articles are included: "Historical Perspectives: Basis for Change in Business Education" (Lloyd W. Bartholome); "Demographic and Social Changes" (Pauline A. Newton); "Workplace Environment" (Christine M. Haff, Billie Herrin); "Learning Environment" (Marlene Todd Stout); "Globalization" (Les R. Dlabay); "Reform and Regulations" (Joyce P. Logan, A. C. Krizan); "Emerging Technology" (Pamela Ramey, Shirley Barton); "Integrated Software Applications" (Sharon Fisher-Larson); "Technology and Accounting Methodology" (William B. Hoyt); "Communication in a Changing Environment" (Betty S. Johnson); "Business Teacher Preparation" (Clarence D. White, Terry D. Roach); "Retain, Retrain, and Reward Business Educators" (Dorothy A. Neal); "Global Economy" (Betty J. Brown); "Entrepreneurship Education" (John E. Clow); "Future Work" (Linda J. Austin, Cheryl L. Willis); "Job-Seeking Process" (Zane K. Quible); and "Career Vision: A Process for Lifelong Learning" (Linda L. Gamble). (KC)

**ED 408 456** CE 074 250

Houle, Cyril O.

**The Design of Education. Second Edition. Jossey-Bass Higher and Adult Education Series.**

Report No.—ISBN-0-7879-0209-8

Pub Date—96

Note—282p.

Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 (\$32.95; quantity discounts available).

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—\*Adult Education, Adult Programs, Andragogy, Behavioral Objectives, Case Studies, Classroom Environment, \*Classroom Techniques, Community Education, Context Effect, Cooperative Learning, Cooperative Planning, Curriculum Development, Distance Education, Educational Objectives, Educational Practices,

\*Educational Principles, Educational Theories, Evaluation Criteria, Extension Education, Foreign Countries, Group Instruction, Independent Study, Individualized Instruction, Institutional Cooperation, Leadership, Military Personnel, Models, Popular Education, \*Program Design, Program Evaluation, Program Implementation, \*Systems Approach, Teacher Improvement, Teacher Role, Teacher Student Relationship, Teaching Styles, Tutoring

This book, which is intended primarily for specialists in the field of adult education (AE) who wish to improve their performance, presents a systematic plan for designing, establishing, and evaluating successful programs for adult learners. The following topics are among those discussed in the book's six chapters: credos and systems (growth of systematic thought in AE; credos; systems based on the thoughts of Dewey, Tyler, and Lewin; systems based on community development; systems analysis systems; andragogy; appropriate/inappropriate systems); a two-part fundamental system and its use; five adult learning situations and use of the model system in each (learning among destitute persons, rural education, prevocational academic instruction in the Army, community improvement programs, education for health); categories of educational situations (independent study; tutorial teaching; learning group; teacher-directed group instruction; collaborative group instruction; institutions, associations, and organizations; creating an educational institution; designing a new institutional format; designing new activities in established formats; collaborative institutional planning; mass education); development of program design (identifying possible educational activity, identifying/refining objectives, developing format, putting programs into life patterns, putting plans into effect, measuring/appraising results, repeating the educational cycle); and mastering a personal system of practice. Contains 148 references and a glossary. (MN)

**ED 408 457** CE 074 254

Minoli, Daniel

**Distance Learning Technology and Applications.**

Report No.—ISBN-0-89006-739-2

Pub Date—96

Note—352p.

Available from—Artech House Inc., 685 Canton Street, Norwood, MA 02062.

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—Adult Education, Case Studies, Computer Uses in Education, Corporate Education, \*Distance Education, Educational Change, \*Educational Practices, \*Educational Technology, Educational Television, \*Educational Trends, Elementary Secondary Education, Higher Education, Interaction, Internet, Job Training, Open Education, Private Sector, Retraining, State Programs, \*Technological Advancement, \*Telecommunications, Telephone Instruction, Trend Analysis

Identifiers—National Information Infrastructure

This book is intended to give technology providers a better understanding of the dynamics of interactive distance learning (DL). For technology consumers it provides an understanding of the basics of available telecommunication technologies and the tradeoffs among available alternatives. Among the topics discussed in the book's 12 chapters are the following: the DL environment (role and benefits of DL, barriers to the growth of DL, DL application and networking solutions); DL needs of K-12 schools students and administrators; (re)educating the corporation (corporate DL challenges and application/networking solutions); DL needs of universities; state-based DL initiatives; the National Information Infrastructure (NII) and DL initiatives of the federal and state governments; NII and DL initiatives of the telephone companies (local exchange and interexchange carriers); the role of cable television companies and alternate access providers; the Internet and DL (Internet infrastructure, Internet service providers, multimedia over the Internet, Internet strengths/limitations); and case studies of high-performance

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integrated DL systems in K-12, the virtual college model at New York University, and delivery of DL by Wescott Communications. Appended are an example of course activities and assignments and a list of acronyms. (MN)

**ED 408 458** CE 074 255

Gokulsing, K. Moti. *And Others*

**Beyond Competence. The National Council for Vocational Qualifications Framework and the Challenge to Higher Education in the New Millennium.**

Report No.—ISBN-1-85972-351-9

Pub Date—96

Note—128p.

Available from—Ashgate Publishing Company, Old Post Road, Brookfield, VT 05036.

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—Competence, \*Competency Based Education, Credits, Educational Change, \*Educational Needs, Educational Objectives, \*Employment Qualifications, Enrollment, Evaluation Methods, Foreign Countries, National Programs, Political Issues, \*Postsecondary Education, Questionnaires, Social Change, Standards, Student Certification, Student Evaluation, \*Vocational Education

Identifiers—\*General National Vocational Qualification (England), \*National Vocational Qualifications (England)

This book contains two papers: an overview of the development and impact of National Vocational Qualifications (NVQs) and General National Vocational Qualifications (GNVQs) in the United Kingdom and a discussion of that overview in the context of the wider changes occurring in U.K. education, training, and society. The first paper, "Contextualising Tysome," traces the development of NVQs and GNVQs within political and educational contexts and explores the system's strengths, weaknesses, and evolution. Discussed in the second paper, "The New Qualifications—A Blow by Blow Account," are the following: driving forces behind the development of NVQs/GNVQs; the academic/vocational divide; credit accumulation/transfer and flexible learning; further education; stumbling blocks/problems; the GNVQ explosion; higher level qualifications; and responses of professional bodies and higher education institutions. Appendixes contain information about the following: construction of the GNVQ framework; enrollment in job-related training and full-time education/training in the United Kingdom; responses to the 1995 Confederation of Business and Industry report; NVQ certificates awarded in 1988-95; credit frameworks; GNVQ student registration in 1994-95; new national targets for education/training; NVQ/GNVQ equivalences; underpinning knowledge for a sample engineer surveyor unit; performance criteria and range statements for an engineer surveyor program element; and the "Times Higher Education Supplement" questionnaire and responses. Contains 158 references. (MN)

**ED 408 459** CE 074 256

Erikson, Erik H.

**The Life Cycle Completed. Extended Version with New Chapters on the Ninth Stage of Development by Joan M. Erikson.**

Report No.—ISBN-0-393-03934-X

Pub Date—97

Note—134p.

Available from—W. W. Norton & Co., 500 Fifth Avenue, New York, NY 10110.

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—\*Adult Development, Adult Learning, Adults, \*Aging (Individuals), \*Developmental Stages, Developmental Tasks, \*Gerontology, \*Old Old Adults, Sexuality

Identifiers—\*Erikson (Erik), Erikson (Joan), \*Psychosocial Development

This expanded edition of a 1982 book by Erik Erikson summarizes his work on the stages of the human life cycle, including chapters on psychosexuality and the cycle of generations, major stages in psychosocial development, and ego and ethos. An additional chapter on the ninth stage sets forth his

philosophy on old age—i.e. the 80s and 90s—and how persons in this age group integrate earlier stages and face the end of life. Two additional chapters and a preface by his wife, Joan Erikson, provide additional insights into the aging process and the final stages of life and include anecdotes about the couple's life together and their research. Contains 54 references. (KC)

**ED 408 460** CE 074 257

Stromquist, Nelly P.

**Literacy for Citizenship: Gender and Grassroots Dynamics in Brazil. SUNY Series, Literacy, Culture, and Learning.**

Report No.—ISBN-0-7914-3165-7

Pub Date—97

Note—248p.

Available from—State University of New York Press, State University Plaza, Albany, NY 12246 (paperback: ISBN-0-7914-3166-5; cloth-bound: ISBN-0-7914-3165-7).

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—Adult Basic Education, \*Adult Literacy, Adult Programs, Adult Students, Case Studies, \*Citizenship Education, Conventional Instruction, Educational Policy, Feminism, Foreign Countries, Government School Relationship, \*Literacy Education, Longitudinal Studies, Outcomes of Education, Partnerships in Education, Policy Formation, \*Popular Education, Program Development, Program Effectiveness, Salary Wage Differentials, \*Sex Differences, Social Change, Student Characteristics, Tables (Data), Womens Education

Identifiers—\*Brazil (Sao Paulo), \*Grassroots Movements

This book presents a case study of the MOVA (Movimento de Alfabetizacao de Jovens e Adultos) literacy program in Sao Paulo, Brazil, in 1989-1993. It examines the meaning and uses of literacy at the micro- and macro-levels, the interplay between both levels, and forces influencing educational policy formation and outcome. The foreword provides background information on the study, during which 19 women enrolled in MOVA were interviewed, and the objectives, methods, and outcomes of MOVA, which was a large-scale effort in education for citizenship that was sponsored by a progressive municipal government and involved approximately 20,000 students at its height. The book's nine chapters discuss the following topics: development, literacy, and women (grassroots groups in literacy, illiteracy in Brazil); MOVA as a state-civil society partnership; analytical and methodological considerations; characteristics of women students in literacy programs (intersection of poverty and illiteracy); the classroom experience in literacy (literacy classes as social/political spaces); literacy outcomes (cognitive and psychological); the civil society-state connection (grassroots involvement, tensions between formal education and literacy); MOVA through a feminist lens (women as citizens and leaders, women's need for conscientization, traditional/emancipatory knowledge); and further insights into gender and literacy. Contains 195 references and 12 tables. (MN)

**ED 408 461** CE 074 258

Belsky, Janet

**The Adult Experience.**

Report No.—ISBN-0-314-20189-0

Pub Date—97

Note—491p.

Available from—West Publishing Co., 610 Opperman Drive, P.O. Box 64526, St. Paul, MN 55164-0526.

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—\*Adult Development, Adult Learning, Adults, \*Aging (Individuals), Coping, \*Developmental Stages, \*Developmental Tasks, Diseases, Gerontology, Individual Development, Individual Psychology, \*Life Events, Life Satisfaction, Mental Disorders, Mental

Health, Midlife Transitions, Old Old Adults, Sexuality, Stress Variables

The 14 chapters of this textbook chronicle adult development from youth through old age, emphasizing both research and interviews with adults at various stages in their lives. Topics covered include the following: (1) the academic field of adult development; (2) theories and research methods; (3) aging and disease prevention; (4) sexuality and sensory-motor functioning; (5) disease, disability, and health care; (6) intelligence; (7) memory and dementia; (8) personality; (9) psychopathology; (10) love, marriage, and intimate relationships; (11) parenthood; (12) the older family; (13) work and retirement; and (14) death and dying. Most of the chapters contain the following: description of applications and interventions, lists of key terms and concepts that are defined in the margins, and brief annotations of recommended readings. Highlights of the book include the following: how basic research translates into real-life applications; adult roles and relationships; the social issues facing adults today; ethnic, cohort, gender, socioeconomic, and individual variability; the experience of adulthood through interviews with adults in various stages and all types of providers from care providers to academic researchers; a coherent view of the field of adult development; and the evolution of adulthood and research in adult development in historical context. The book contains a glossary of 258 terms and 1,052 references. (KC)

**ED 408 462** CE 074 259

Fletcher, Barry

**Facilitating Change. Ready-to-Use Training Materials for the Manager.**

Report No.—ISBN-0-566-07662-4

Pub Date—97

Note—298p.

Available from—Gower Publishing Ltd., Old Post Road, Brookfield, VT 05036.

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—Adult Education, \*Change, Change Agents, \*Change Strategies, Continuing Education, Educational Strategies, Learning Activities, \*On the Job Training, \*Organizational Change, Organizational Development, Resistance to Change, \*Staff Development, Strategic Planning

This manual is designed to help managers help their staffs achieve results. It is concerned with managing the changes that are necessary and with creating conditions for new thoughts and actions to emerge. The emphasis is on promoting a climate in which staff develop new knowledge, skills, and approaches so that challenges can be faced with confidence. The manual is organized in two parts. The first part consists of seven chapters that cover these topics: management, learning, and the management of learning; getting to grips with staff development; diagnosing needs and recognizing opportunities; confirming the need and contracting the action; using closed-circuit television; collaborating with others; and reviewing, evaluating, and maintaining momentum. The second part, which makes up the bulk of the book, contains 35 activities for working with groups to achieve change. The activities include complete procedures for how to carry them out, time required, resources needed, what they are suitable for, and expected benefits. Some of the topics of the activities include the following: raising my awareness of me; improving my listening; overcoming resistance to situations I avoid; widening my support network; reducing harmful stress; discovering new ways to learn; introducing new patterns of work; empowering others; and taking a risk. (KC)

**ED 408 463** CE 074 261

**Proprietary Schools. Poorer Student Outcomes at Schools That Rely More on Federal Student Aid. Report to the Chairman, Subcommittee on Human Resources, Committee on Government Reform and Oversight, House of Representatives.**

General Accounting Office, Washington, DC.

Health, Education, and Human Services Div.

Report No.—GAO/HEHS-97-103

Pub Date—Jun 97

Note—39p.; For a related document, see CE 074 262.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015; fax: 301/258-4066; <http://www.gao.gov> (first copy free; additional copies \$2.00 each; 100 or more: 25% discount).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Correlation, Education Work Relationship, \*Federal Aid, \*Financial Support, \*Outcomes of Education, Postsecondary Education, \*Proprietary Schools, Regression (Statistics), \*School Effectiveness, \*Student Financial Aid, Student Placement, Tables (Data)

Identifiers—\*Higher Education Act Title IV

The General Accounting Office examined the relationship between proprietary schools' performance and their reliance on funds provided under Title IV of the Higher Education Act. Data were collected through a confidential mail survey of schools from the five proprietary school accrediting agencies. Responses were obtained from 1,181 (77%) of the 1,543 schools in the adjusted survey sample. The schools' reliance on Title IV funds and student outcomes were analyzed through correlation, regression, and limitations analyses. It was discovered that proprietary schools that relied more heavily on Title IV funds tended to have poorer student outcomes. On average, the higher a school's reliance on Title IV, the lower its students' completion and placement rates, and the higher its students' loan default rates. Although reliance on Title IV was a significant factor in explaining completion and default rates, it was not significant in explaining placement rates. It was concluded that requiring proprietary schools to obtain a higher percentage of their revenues from non-Title IV sources could save millions in default claims but might result in fewer low-income students being admitted to proprietary schools. (Appended are information on the study's objective, scope, and methodology and detailed results of the statistical analyses. Seventeen tables/figures are included.) (MN)

ED 408 464 CE 074 262

**Proprietary Schools. Millions Spent To Train Students for Oversupplied Occupations. Report to the Chairman, Subcommittee on Human Resources, Committee on Government Reform and Oversight, House of Representatives.**

General Accounting Office, Washington, DC. Health, Education, and Human Services Div. Report No.—GAO/HEHS-97-104

Pub Date—Jun 97

Note—32p.; For a related document, see CE 074 261.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015; fax: 301/258-4066; <http://www.gao.gov> (first copy free; additional copies \$2.00 each; 100 or more: 25% discount).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Cost Effectiveness, \*Education Work Relationship, Employment Projections, Federal Aid, Labor Needs, Labor Supply, Postsecondary Education, \*Proprietary Schools, Relevance (Education), \*School Effectiveness, \*Student Financial Aid, Tables (Data), Technical Institutes, \*Vocational Education

Identifiers—Arizona, California, Florida, \*Higher Education Act Title IV, Illinois, Indiana, New Jersey, New York, Oregon, Pennsylvania, South Carolina, Texas, Washington

The General Accounting Office (GAO) examined the extent to which the financial aid provided under Title IV of the Higher Education Act to students enrolled in proprietary schools is being spent to train individuals for demand occupations. Job opening projections in 12 states were used to estimate job demand, the National Center for Education Statistics' Integrated Postsecondary Education Data System was used to estimate job supply, and financial aid information was obtained from the Department of Education's student loan and Pell grant records. It was discovered that, in fiscal year 1995, \$273 million in Title IV funds subsidized 112,000 proprietary schools to train students for fields with projected labor supply surpluses in the 12 states reviewed. In some cases, proprietary school students received training in occupations with projected supply surpluses in several states (for example, 28,000 proprietary school students were trained in electrical/electronic technology in 7 states that had a labor surplus). It was recommended that prospective students of occupation-specific training programs be given access to labor supply and demand projections. (Appended are the following: information about data sources and methodology, detailed state-level results, comments from the Department of Education, and lists of GAO contacts. Twelve tables are included.) (MN)

ED 408 465 CE 074 263

**Grant Activities for U.S. Department of Education Business & Education Standards Program. Final Report.**

National Automotive Technicians Education Foundation, Herndon, VA.

Spons Agency—Department of Education, Washington, DC.

Pub Date—23 Jun 97

Contract—V244A20010

Note—32p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Auto Body Repairers, \*Auto Mechanics, \*Certification, Competence, Competency Based Education, Educational Certificates, \*Employment Qualifications, High Schools, Motor Vehicles, Outcomes of Education, Postsecondary Education, Program Effectiveness, Quality Control, Repair, \*Standards

A project was conducted by the National Automotive Technicians Education Foundation to review and update the standards for automobile, collision repair and refinishing, and medium and heavy truck technician training programs. The standards include a task list, tools and equipment requirements, program hour requirements, instructor qualifications, and program standards. The review process included committees and workshops with participants from the following groups: vehicle manufacturers, trade association members, independent and dealership technicians and owners, automotive instructors, educational administrators, government, consumer groups, and equipment suppliers, and other industry partners. Other project activities were as follows: identifying the reading, writing, mathematics, and science skills associated with the technical tasks identified in the program standards updates in order to create a certificate of basic competencies; training evaluation team leaders; promoting the standards throughout the United States; and assisting schools in initiating self-evaluation of their automotive repair and auto body repair technicians. Formative evaluation was conducted throughout the project. A summative evaluation, conducted by the Center on Education and Training for Employment at the Ohio State University, concluded that the updated standards and certification requirements improve the learning that takes place in an automotive repair program. (KC)

ED 408 466 CE 074 266

*Labruyere, Chantal*

**Services for Persons at Home: Issues of Professionalisation.**

Centre d'Etudes et de Recherches sur les Qualifications, Paris (France).

Pub Date—97

Note—5p.

Journal Cit—Training & Employment; n27 Spr 1997

Pub Type—Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Certification, Educational Needs, \*Employment Level, Employment Opportunities, \*Employment Practices, \*Employment Qualifications, Foreign Countries, \*Household

Workers, Public Policy, Vocational Education, \*Work Environment

Identifiers—\*France

In France, most services provided to people in their homes are much less regulated than the same services provided in an institutional context. With the exception of providers of paramedical services, providers of home help are not required to possess particular training or diplomas. Until 1987, France's home help policies followed the Swedish model, according to which the home help needs of certain populations were subsidized through cash allowances, in-kind services, and/or government subsidies. In 1987, France instituted tax changes that lowered the final cost of home services for users and authorized the creation of organizations responsible for placing employees and helping administer work contracts between employers and their employees. Those measures blurred the formerly clear distinction between household employees and home help. Although policy changes have had a positive effect for employees of private individuals placed on the traditional domestic services market, they have contributed to deterioration of the employment conditions of household maintenance service employees. There has been talk of improving the image of home help occupations through certification; however, the process runs the risk of creating barriers for candidates with the necessary interpersonal skills but without the required level of education. (MN)

ED 408 467 CE 074 268

*Mercer, John W. Dillon, Brenda M.*

**Member Handbook and Leadership Guide for Minnesota Technical Program Advisory Committees.**

Minnesota State Council on Vocational Technical Education, St. Paul.

Pub Date—Apr 97

Note—47p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Advisory Committees, Community Colleges, Group Dynamics, \*Guidelines, \*Policy Formation, Postsecondary Education, Program Development, Program Implementation, Secondary Education, Technical Education, \*Technical Institutes, Vocational Education, \*Vocational High Schools

Identifiers—\*Minnesota

This handbook and leadership guide for members of technical program advisory committees is a product of the Effective Advisory Committees Project conducted by the Minnesota State Board of Technical Colleges and the State Board of Education. The purpose of the project is to increase the effectiveness of the vocational advisory committees in Minnesota's high schools, secondary cooperative centers, and technical colleges. The handbook and leadership guide incorporates into its 6 chapters 50 indicators that the project identified as consistent with the behavior of effective advisory committees. The chapters cover the following: (1) organizing an advisory committee (purpose, structure, practices, and policies); (2) helping the committee members become acquainted; (3) life cycles of committees and members (4) working together as a group (solving problems, making decisions, planning, forecasting trends, and anticipating the future); (5) making meetings work (managing a meeting); and (6) making meetings work (the necessity of a committee workplan). Members of the advisory committee for the project are listed. (KC)

ED 408 468 CE 074 269

*Snyder, Phyllis Bergman, Terri*

**Looking at Training in a Business Context.**

**The Role of Organizational Performance Assessments. Business Assistance Note #5.**

National Alliance of Business, Inc., Washington, D.C.

Pub Date—Apr 97

Note—7p.; Product of the National Workforce Assistance Collaborative.

Available from—National Alliance of Business Distribution, P.O. Box 501, Annapolis Junction, MD 20702; telephone: 800/787-7788; fax: 301/206-9789; e-mail: [info@nab.com](mailto:info@nab.com); world



wide web: <http://www.psu.edu/institutes/nwac>  
Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

**Descriptors**—Adult Education, Continuing Education, \*Educational Needs, Evaluation Methods, Guidelines, \*Needs Assessment, \*On the Job Training, \*Organizational Development, \*Organizational Effectiveness, \*Performance Factors, Productivity, Self Evaluation (Groups), Training Objectives

Organizations that provide training to small- and mid-sized companies must take a broad look at companies' performance needs and offer a package of services that will address their performance problems. Providers must also help the company to see the connection between investments in human capital and increased productivity. Organizational performance assessment can help in both of these areas. An organizational performance assessment examines a company's work processes, organizational environment, customer service, and human resources in order to determine the factors affecting the company's overall performance. A good assessment then identifies a range of services the company might need, including technology enhancements, work process restructuring, labor-management changes, and workplace training. In order to assess work force performance, training providers should do the following: (1) understand the business context in which the company customers are operating, including rationale, business process, organizational environment, customer service, and human resources; (2) speak to businesses in the language of the business; (3) select an assessment instrument appropriate to the provider's skills and the company's needs; and (4) use that assessment effectively. (KC)

**ED 408 469** CE 074 270

Hensley, Oliver D., Ed. And Others

**The Tech Prep Handbook: Performance Assessment.**

Texas Tech Univ., Lubbock. Coll. of Education. Spons Agency—Texas Higher Education Coordinating Board, Austin.

Pub Date—Jun 97

Note—100p.; For related documents, see ED 402 452-454 and CE 074 271.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC04 Plus Postage.**

**Descriptors**—Administrator Attitudes, Articulation (Education), Career Education, Consortia, Cooperative Planning, Coordination, Graduate Surveys, Integrated Curriculum, Intergenerational Programs, Lesson Plans, Models, Needs Assessment, \*Performance Based Assessment, Portfolio Assessment, Portfolios (Background Materials), \*Program Evaluation, Questionnaires, Records (Forms), School Business Relationship, Secondary Education, State Surveys, \*Statewide Planning, Student Characteristics, \*Student Evaluation, \*Tech Prep, Technical Education, Two Year Colleges, \*Vocational Education

**Identifiers**—\*Texas

This handbook for tech prep practitioners in Texas consists of loose-leaf documents from the performance assessment areas currently available to tech prep practitioners. The first part of the handbook consists of 10 sample assessment documents that were selected from over 900 performance assessment based on a quantitative rating system. The documents, which are intended as guides for teachers developing their own assessment instruments/processes, are as follows: "Status Report May 1997: Summary of Statewide Data on Programs and Baseline Student Characteristics"; "1994-95 Tech Prep Graduate Survey"; "Assessment of Business and Industry Needs for Guadalupe County"; "Intergenerational Professions Information Packet for Intergenerational Professions for Tech Prep"; "Award Winning Lesson Plans for Integrating Workplace Skills into the Classroom"; "Competency/Outcomes for Tech Prep Programs and Crosswalks to SCANS [Secretary's Commission on Achieving Necessary Skills] Skills"; "Competency Profile CAGR 1302 Microcomputer Operating Systems"; "Real World Portfolios"; "The

Master Plan for Career and Technical Education"; and "SOICC (State Occupational Information Coordinating Committee) Activities for PY (Program Year) 1995." The remainder of the document details the findings of the 1997 survey of 19 of Texas' 25 tech prep consortia. Appended are the student outcomes questionnaire and the geographic representation of responses to the questionnaire. (MN)

**ED 408 470** CE 074 271

**Effective Tech Prep Policies and Practices: Performance Assessment. Final Report.**

Texas Tech Univ., Lubbock. Coll. of Education. Spons Agency—Texas Higher Education Coordinating Board, Austin.

Pub Date—Jun 97

Note—147p.; For related documents, see ED 402 452-454 and CE 074 270.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC06 Plus Postage.**

**Descriptors**—Administrator Attitudes, Advisory Committees, Educational Policy, Educational Practices, \*Evaluation Methods, \*Performance Based Assessment, Program Effectiveness, Questionnaires, State Surveys, \*Statewide Planning, \*Student Evaluation, \*Tech Prep, \*Vocational Education

**Identifiers**—\*Texas

Information on effective policies/practices for assessing student performance in Texas' tech prep programs was gathered and disseminated during a project involving the following activities: formation of an advisory committee to oversee the data collection/analysis and product development processes; compilation/review of performance assessment documents from tech prep consortia throughout Texas; administration of the 1997 Tech Prep Student Outcomes Assessment Questionnaire (1,000 copies of which were mailed to Texas's 25 tech prep directors); analysis of the 115 usable questionnaires eventually returned (response rate, 11.5%); and phone interviews with 27 individuals from a sample of Texas' tech prep directors and others considered knowledgeable about student performance assessment. It was discovered that Texas tech prep practitioners are using a variety of methods to assess their students' competencies in vocational-technical subject matter, academic subject matter, employability skills, and workplace skills. Performance assessment was conducted most frequently at the course (rather than program) level. (Appendixes constituting approximately 60% of this document contain the following: list of project advisory council members; minutes of advisory council meeting; phone interview protocol; 1997 tech prep student outcome assessment questionnaire; survey-related correspondence to consortia directors; document analysis rating system; and frequencies for the questionnaire.) (MN)

**ED 408 471** CE 074 272

Squire, P. J. Miller, Larry E.

**Attitudes of Central Ohio Adult Vocational Instructors toward the Use of Higher Order Thinking-Skills. Summary of Research 84.**

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date—97

Note—9p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—Adult Educators, \*Adult Learning, Adult Vocational Education, \*Educational Objectives, Educational Planning, Educational Research, Instructional Development, State Surveys, \*Student Evaluation, Teacher Attitudes, \*Thinking Skills, \*Vocational Education Teachers

**Identifiers**—\*Ohio

A study explored attitudes of adult vocational instructors in Central Ohio toward the use of higher-order thinking skills in vocational education. The attitude instruments developed by Kinnor and Miller (1989) and Baldwin (1989) were adapted into a six-point Likert-scale to collect data from 32 of 33 full- and part-time instructors in 10 adult vocational institutions selected by cluster ran-

dom sampling. Findings were analyzed using descriptive and inferential statistics. Instructors agreed with the use of educational objectives for the following purposes: (1) building program curriculum, planning learning experiences, and defining vague educational goals; (2) helping instructors teach, facilitating exchange of information about delivery of educational programs among instructors, and providing instructors with ideas of how to teach adult learners at higher levels of learning; (3) evaluating educational programs to help specify the criteria used to determine acceptable performance by adult learners and permit instructors to compare present programs goals with possible outcomes; (4) enabling adult learners to do a better job of learning, help them understand the purpose of instruction, and make them better users of information given in the program; and (5) maximizing the probability of achieving the educational goals of programs, analyzing the levels of learning that take place in teaching, and enhancing instructors' understanding of the educational process. (Contains 7 data tables and 13 references.) (YLB)

**ED 408 472** CE 074 273

**How To Prepare for Welfare Changes. Policy Update.**

National Inst. for Literacy, Washington, DC.

Pub Date—97

Note—13p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

**Descriptors**—\*Access to Education, \*Adult Basic Education, Economically Disadvantaged, Educational Demand, Enrollment Projections, \*Federal Legislation, Federal State Relationship, \*Literacy Education, \*State Federal Aid, \*Welfare Recipients, Welfare Services

**Identifiers**—\*Temporary Assistance to Needy Families, Welfare Reform

This document consists of two issue briefs that provide information on the new federal welfare program, Temporary Assistance to Needy Families. Part I looks at these requirements of the new law: development of a state plan that describes how the state will ensure that welfare recipients are working within 2 years; determination of what activities will count as work; and enrollment of a rising percentage of families in work or work activities for at least 20 hours per week or loss of a part of their block grant. It describes their potential impact on the adult education and literacy field and suggests actions that can be taken now to prepare effectively for the changes and minimize potential problems. Two fact sheets on welfare reform and education and employment and income of welfare recipients are attached. Part II focuses on an increased demand for adult basic education (ABE) and literacy that could result from the welfare reform law. Section I provides an overview of four developments that have opened the door for expanded access to ABE and literacy programs for welfare recipients: governors support more flexibility for education; vocational education training questions are answered favorably; declining caseloads give states unexpected funding "surplus"; and a national survey finds renewed interest in education. Section 2 reviews the basic structure of the law and discusses its likely impact on the literacy field over the next 5 years, especially increased adult education enrollments. (YLB)

**ED 408 473** CE 074 274

**Allied Health Technologies. Preceptor/Mentor Handbook.**

Michigan State Dept. of Education, Lansing. Office of Career and Technical Education.

Pub Date—[97]

Note—39p.

Available from—Michigan Center for Career and Technical Education, 230 Erickson Hall, Michigan State University, East Lansing, MI 48824 (order no. HL-6).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

**Descriptors**—Allied Health Occupations, \*Allied Health Occupations Education, \*Clinical Experience, Experiential Learning, \*Internship Programs, \*Mentors, \*Partnerships in Education,

Postsecondary Education, School Business Relationship, Secondary Education, Significant Others, Student Experience, Teaching Guides, Vocational Education, \*Work Experience Programs

This handbook is designed to assist preceptors/mentors in a local allied health technology program, a school/industry partnership focused on training students for entry-level employment in the health care field by means of a work internship/externship. It draws heavily on the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) report's foundation skills: basic skills, thinking skills, and personal qualities. It briefly discusses the school/industry partnership, vision for student interns/externs, and benefits of an allied health technologies internship/externship. The next part of the handbook focuses on the SCANS Report. It outlines the three-part foundation of SCANS skills, the five SCANS competencies, and industry's ranking of the SCANS skills. The career development model is then presented. The roles and responsibilities of these stakeholders are described: preceptor/mentor, intern/extern, allied health technologies instructor, school, and worksite coordinator. The handbook also contains the following: benefits to the intern/extern and industry; answers to questions most often asked about health occupations internships/externships; definitions of key terms; recommendations regarding assessment and evaluation and sample assessment form; and brief discussion of credentialing. (YLB)

**ED 408 474** CE 074 275

Kielbaso, Gloria And Others

**Activities for Career and Employability Outcomes (K-6). Revised.**

Michigan State Univ., East Lansing. Michigan Center for Career and Technical Education.

Pub Date—95

Note—168p. Funded by the Michigan Association for Career Education.

Available from—Michigan Center for Career and Technical Education, 230 Erickson Hall, Michigan State University, East Lansing, MI 48824 (order no. CD-5).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—\*Career Development, \*Career Education, \*Child Development, Elementary Education, Employment Opportunities, Employment Potential, Instructional Materials, \*Interdisciplinary Approach, Learning Activities, Occupational Information, \*Special Needs Students, Teaching Guides, \*Team Training, Teamwork

This book provides K-6 teachers with concrete examples and suggestions for infusing career and employability outcomes with the existing classroom activities. The introduction includes the philosophy and general goals for Career and Employability Outcomes from 1991 Michigan K-12 Program Standards for Quality. The second section describes a nine-step infusion process: gather or locate materials; identify subject matter learner outcomes; identify career and employability learner outcomes; learner activities; learner resources; teacher activities; support services; assessment; and notes. The next two sections provide activities for grades K-3 and 4-6, respectively. Each activity consists of these components: title, subject matter, purpose, primary activity (list of steps to follow), materials list, list of variations, and examples or any required handouts or materials. The last section provides activities for students with special needs. Components of each of these activities are as follows: title; program, e.g., trainable mentally impaired, learning disabled, physically and otherwise health impaired, visually impaired, hearing impaired; subject matter; purpose; primary activity; variations on the activity itself or for specific groups of students with special needs; and examples or any required handouts or materials. Examples of subject matter areas that are included are math, art, reading, social studies, weather, health, physical education, and language arts. (YLB)

**ED 408 475** CE 074 276

**A Guide to Work-Based Learning: Business and Industry Risk Management Plan.**

Saginaw Public Schools, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing. Office of Career and Technical Education.

Pub Date—Jun 96

Note—21p.

Available from—Michigan Center for Career and Technical Education, 230 Erickson Hall, Michigan State University, East Lansing, MI 48824 (order no. SW-6).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Business Responsibility, \*Child Labor, Child Welfare, \*Compliance (Legal), Experiential Learning, Federal Legislation, Federal Regulation, High Schools, \*Labor Legislation, Labor Standards, Legal Problems, \*Legal Responsibility, Occupational Safety and Health, Risk, \*Risk Management, School Business Relationship, Secondary Education, State Legislation, State Regulation, Work Environment, \*Work Experience Programs

This guide is designed to provide assistance to business and industry when they engage in work-based learning programs, especially those targeted toward high school students. It is intended as a source of information regarding the basic provisions of child labor, safety and health, and liability. The guide identifies potential problems and provides business and industry with guidelines, resources, and next steps for developing solutions. It discusses why youth should be engaged in work-based learning. Then the guide describes what work-based learning is. It provides program models and outlines the role of youth at the worksite. Separate charts list unpaid roles (not considered employees) and paid roles (considered employees) with corresponding definitions and program examples. Three primary areas of potential risks involved with the participation of youth in the workplace are discussed: regulatory compliance, injuries to participants, and participant negligence. The final section focuses on managing risks through a risk management plan. It covers risk control guidelines, risk management plan components, risk financing guidelines, insurance coverage, and liability shields. Contains 14 references. (YLB)

**ED 408 476** CE 074 277

**Navigating the Transition from School to Work: A Briefing Paper.**

Michigan State Council on Vocational Education, Lansing.

Pub Date—Dec 95

Note—109p.

Available from—Michigan Center for Career and Technical Education, 230 Erickson Hall, Michigan State University, East Lansing, MI 48824 (order no. PP-6).

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Cooperative Planning, \*Coordination, \*Education Work Relationship, \*Educational Legislation, \*Educational Planning, Federal Legislation, Federal State Relationship, Secondary Education, State Legislation, State Programs, \*Statewide Planning, \*Vocational Education

Identifiers—\*Michigan

This briefing paper offers information to continue the process of creating linkages among the many stakeholders interested in helping adolescents successfully move into adult work roles. An introduction discusses some broad policy issues such as creating seamlessness through reducing the confusion caused by a lack of coordination and strengthening the linkages with employers. Chapter 1 reviews current initiatives at state and federal levels to develop school-to-work (STW) projects: quality amendments to Public Act 25: School-to-Work Opportunities Act (STWOA) 1994; Goals 2000: Educate America Act; Perkins Vocational and Applied Technology Act; Elementary and Secondary Education Act; and Michigan's STW initiative. Chapter 2 discusses program options in STW according to their functional area: school-based,

work-based, or connecting activities. Chapter 3 focuses on evaluating the new roles to be played by the involved parties under the evolving STW regime. Chapter 4 discusses the issues of accountability and access, the general program requirements for which the STWOA describes while leaving the specifics of development and integration with other programs up to the individual states. It covers access for special populations, standards, skills certificates, assessment, and funding. Chapter 5 offers suggestions for integration of STW with other efforts, STW programming, accountability, and funding. Appendixes include models for Michigan, online resources, and 62 references. (YLB)

**ED 408 477** CE 074 279

**Achieving Sex Equity through Students. "Equity in Education."**

Michigan State Dept. of Education, Lansing. Office of Career and Technical Education.

Pub Date—[96]

Note—140p.

Available from—Michigan Center for Career and Technical Education, 230 Erickson Hall, Michigan State University, East Lansing, MI 48824 (order no. EQ-5).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Career Choice, \*Career Education, High School Students, Intermediate Grades, Leaders Guides, \*Leadership Training, Learning Activities, Middle Schools, Nontraditional Occupations, \*Peer Teaching, Secondary Education, \*Sex Fairness, Sex Stereotypes, Sexual Harassment, Teaching Methods, Work Attitudes, Workshops

Identifiers—Michigan, Middle School Students

ASETS (Achieving Sex Equity Through Students) is a peer leadership program designed to prepare Michigan high school students to develop and present sex-equitable career-related programs to middle school students. The emphasis is on career decision making based upon career interests rather than gender. This handbook is a guide for a 2-day workshop designed to help trainers train teams of advisors and students to present the career-related sex-equitable program to middle school students. It consists of presentation notes for trainers, learning activities, and a student handbook for the peer leaders to use in making their presentations to the younger students. Topics covered include the following: goals, planning the workshop, materials needed, agendas for the workshop days, sex-fairness awareness-building activities, student presentation techniques, student presentations, and an annotated list of 41 videotapes on gender bias, media stereotyping, nontraditional occupations, and sexual harassment that can be borrowed from the Michigan Center for Career and Technical Education. (KC)

**ED 408 478** CE 074 280

Foster, Jan Simonds, Betty

**Alternative Support Systems for Nontraditional Students in Vocational Education. Revised.**

Michigan State Dept. of Education, Lansing. Office for Sex Equity.

Pub Date—95

Note—44p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Career Choice, Mentors, \*Nontraditional Occupations, \*Nontraditional Students, Occupational Aspiration, Peer Counseling, \*Pupil Personnel Services, Role Models, School Districts, Secondary Education, Sex Bias, Sex Fairness, Sex Stereotypes, Social Support Groups, State Programs, Student Organizations, \*Vocational Education

Identifiers—Michigan

This manual has been developed to assist school districts in Michigan in their efforts to retain students who have made vocational education choices that are nontraditional for their sex. The manual provides school districts with four alternative ways of supporting nontraditional vocational education students: (1) nontraditional student club; (2) team support system; (3) peer counseling; and (4) adult



mentors and nontraditional role models. Each of these four approaches is introduced by an abstract and requirements for implementing the activity. All materials for developing the approach follow the introductory page. Contains 10 references. (KC)

**ED 408 479** CE 074 281

*Foster, Jan Simonds, Betty*

**Vocational Education Assessment Kit. Revised.** Michigan State Dept. of Education, Lansing. Office for Sex Equity.

Pub Date—95

Note—32p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Civil Rights Legislation, \*Compensation (Legal), \*Educational Legislation, Equal Education, Federal Legislation, School Districts, Secondary Education, \*Self Evaluation (Groups), \*Sex Fairness, State Programs, \*Vocational Education

Identifiers—Michigan, \*Title IX Education Amendments 1972

This assessment kit has been designed to assist local school districts in Michigan in evaluating their vocational education programs for compliance with Title IX. The information that is collected and tabulated can be used by the districts in planning efforts to achieve Title IX compliance and sex equity in vocational education. The assessment kit includes worksheets, checklists, and surveys that will gather information in the following areas: (1) high school and area center student vocational education enrollments by sex, by class, and by program area; (2) staffing patterns—districtwide, at the middle school and high school, and within the vocational education department; (3) vocational education program requirements; (4) potential barriers in the physical facility; (5) resources and materials that support recruitment or retention of nontraditional students in vocational education; (6) other recruitment and retention efforts; (7) student perceptions and concerns regarding vocational education programs; and (8) Title IX awareness (including sexual harassment). (KC)

**ED 408 480** CE 074 283

**Technical Assistance Guide for Civil Rights Compliance in Vocational Education. Revised.**

Michigan State Dept. of Education, Lansing. Office of Career and Technical Education.

Pub Date—97

Note—165p.

Available from—Michigan Center for Career and Technical Education, 230 Erickson Hall, Michigan State University, East Lansing, MI 48824 (order no. EQ-15).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—\*Civil Rights Legislation, \*Compensation (Legal), \*Educational Legislation, English (Second Language), Equal Education, \*Federal Legislation, Minority Groups, Postsecondary Education, Secondary Education, Sex Fairness, State Programs, \*Vocational Education

Identifiers—Age Discrimination Act 1975, Americans with Disabilities Act 1990, \*Civil Rights Act 1964 Title VI, Michigan, Rehabilitation Act 1973 (Section 504), Site Visits, \*Title IX Education Amendments 1972

This guide and coordinator's manual are designed to assist administrators of local agencies, area vocational centers, and postsecondary institutions in Michigan in assessing and improving their compliance with civil rights regulations relating to vocational education. The guide is based on an interpretation of the following laws: Title VI of the Civil Rights Act 1964, Title IX of the Education Amendments 1972, Section 504 of the Rehabilitation Act 1973, Title II of the Americans with Disabilities Act 1990, the Age Discrimination Act 1975, and the 1979 Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap. The 13 sections of the guide cover the following: (1) assurances; (2) policies; (3) designated coordinators; (4) notice of nondiscrimination; (5) public

notification of vocational opportunities; (6) grievance procedures; (7) self-evaluations for Title IX Section 504 and Title II; (8) transition plans for Section 504 and Title II; (9) assistance to persons with disabilities; (10) assistance to persons with limited English proficiency; (11) counseling; (12) affirmative action to increase minority enrollees; and (13) work study, cooperative education, job placement, and apprentice training. The coordinator's manual has the following sections: overview of Michigan's compliance program, civil rights legislation, agency-level review, technical assistance activities, onsite review process, onsite agenda, documentation review, onsite review report, and comment form. (KC)

**ED 408 481** CE 074 284

**Business Services and Technology. Legal Careers Instructional Guide.**

Eastern Michigan Univ., Ypsilanti.

Spons Agency—Michigan State Dept. of Education, Lansing. Office of Career and Technical Education.

Pub Date—97

Note—208p.

Available from—Michigan Center for Career and Technical Education, 230 Erickson Hall, Michigan State University, East Lansing, MI 48824 (order no. BE-16).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—\*Course Content, Laws, \*Learning Activities, \*Legal Assistants, Legal Education (Professions), Legal Problems, Lesson Plans, \*Office Occupations Education, Secondary Education, \*Secretaries, Teaching Guides, \*Teaching Methods, Units of Study

Identifiers—Michigan

This instructional guide focuses on legal careers, a part of the Business Services and Technology Program developed by the Michigan Department of Education Office of Career and Technical Education. It provides a variety of curriculum materials for teaching about the occupations of legal office specialist and legal assistant. The legal office specialist materials are divided into three parts. Part one outlines 24 tasks for 4 units and lists student assignments from 4 textbooks. Part two is a practicum that provides a variety of self-contained exercises with answer keys, using forms and materials found in Michigan law offices. This part is divided into three legal specialties—litigation, estate planning and probate, and real estate. Part three includes Internet exercises with answer keys for each task. The legal assistant materials are organized in two parts. Part one outlines 39 tasks for 10 units and lists student assignments from legal assistant textbooks. Part two includes Internet exercises with answer keys. Contains 44 references. (KC)

**ED 408 482** CE 074 285

*White, Darcelle D.*

**Legal Concepts Study Guide. A Self-Paced**

**Study Guide To Assist with Student Preparation for Terminology Section - Legal Concepts Competitive Event, Business Professionals of America Competition. Competitive Event No. 31.**

Eastern Michigan Univ., Ypsilanti.

Spons Agency—Michigan State Dept. of Education, Lansing. Office of Career and Technical Education.

Pub Date—97

Note—43p.

Available from—Michigan Center for Career and Technical Education, 230 Erickson Hall, Michigan State University, East Lansing, MI 48824 (order no. BE-15).

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Definitions, \*Law Related Education, Laws, Learning Activities, \*Legal Assistants, Legal Problems, \*Office Occupations Education, Secondary Education, \*Vocabulary

Identifiers—\*Business Professionals of America, \*Legal Vocabulary

This study guide is designed to assist students in preparing for the legal terminology portion of the Business Professionals of America Legal Concepts

Competitive Event. The guide can also be used by secondary students who are being introduced to basic legal concepts. The guide provides materials to help students to learn the definitions of legal terminology and to learn how issues surrounding that terminology might arise in a law office setting. The materials create a scenario of a fictitious company and its relationship with its lawyers, and include typical documents that might be used, with explanations of the terms as they are encountered. (The guide's definitions for most of the legal terminology are not traditional but were created in everyday language that all students can understand.) Contains 10 references. (KC)

**ED 408 483** CE 074 286

**Business Services and Technology. Advanced**

**Finance Instructional Guide.**

Eastern Michigan Univ., Ypsilanti.

Spons Agency—Michigan State Dept. of Education, Lansing. Office of Career and Technical Education.

Pub Date—97

Note—108p.

Available from—Michigan Center for Career and Technical Education, 230 Erickson Hall, Michigan State University, East Lansing, MI 48824 (order no. BE-17).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Banking, Credit (Finance), Economics, \*Finance Occupations, Financial Policy, \*Financial Services, High Schools, Investment, Lesson Plans, Loan Repayment, Mathematical Applications, \*Money Management, Unemployment

Identifiers—Stock Market

This guide contains 15 lesson plans on financial topics for high school students. The lessons cover the following: (1) securities in the U.S. economy; (2) careers in finance; (3) commercial banking interest rates; (4) understanding financial statements; (5) newspaper stock tables; (6) financial institution operations; (7) foundation skills—mathematics; (8) service technology; (9) all-purpose teller; (10) supervision; (11) Wall Street and the Internet; (12) money and financial institutions; (13) inflation and unemployment; (14) foreign exchange and international finance; and (15) budgeting. Lesson plans consist of some or all of these components: performance objectives, introduction, vocabulary, student preparation; methods and procedures, lecture notes or presentation outline, activities, closure, and tests. (KC)

**ED 408 484** CE 074 292

*Tumkin, Penny And Others*

**From Admin to Strategy: The Changing Face of the HR Function. IES Report 332.**

Sussex Univ., Brighton (England). Inst. for Employment Studies.

Report No.—ISBN-1-85184-263-2

Pub Date—97

Note—64p.; Study supported by the IES Co-operative Research Programme.

Available from—Grantham Book Services, Isaac Newton Way, Alma Park Industrial Estate, Grantham NG31 9SD, England, United Kingdom.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adult Education, \*Change Strategies, Consultants, \*Delivery Systems, Employment Practices, Foreign Countries, \*Human Resources, \*Labor Force Development, Models, \*Organizational Change, Personnel Directors, Trend Analysis, Work Environment

Identifiers—\*Human Resources Professionals, \*United Kingdom

Evidence from academic research and management experts in the United Kingdom and elsewhere confirms that the recent focus in work organizations on cost reductions through downsizing has changed the roles and structures of many human resources (HR) units. HR units have had to prove their contribution to the organization's bottom line, raise their profile, and be seen as adding value to the organization. In some organizations, HR professionals are being expected to assume a full range of strategic

involvement—from setting strategy for the organization to creating strategy in the absence of a firm business plan. In other organizations, they are expected to function as consultants. The extensive changes occurring in organizations have had an impact on HR units themselves. Most HR units are now smaller and refocused on customers' needs. The most common organizational change in HR delivery has been to concentrate the strategic function and roles within a corporate center, with operational support delivered through divisional support units. Because some HR units now have less direct power, their influence has been reduced. The market environment within which some units now operate adds a further barrier to meaningful partnership. (Contains 67 references and 11 figures.) (MN)

**ED 408 485** CE 074 293

**Basic Skills for Life.**

Department for Education and Employment, London (England).

Pub Date—97

Note—57p.

Available from—Cambertown Ltd., Unit A, Commercial Road, Goldthorpe Industrial Estate, Goldthorpe, Nr Rotherham S63 9BL, England, United Kingdom.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adult Basic Education, Adult Literacy, Adult Programs, \*Basic Skills, Early Childhood Education, Education Work Relationship, Educational Needs, Elementary Secondary Education, Foreign Countries, \*Functional Literacy, Government Role, Government School Relationship, Information Technology, \*Lifelong Learning, \*Literacy Education, \*Numeracy, Postsecondary Education, \*Public Policy, Youth Programs

Identifiers—\*England

This booklet describes existing and planned government initiatives to address the long-standing issue of low achievement in basic literacy and numeracy skills in England. The booklet begins with a brief explanation of the economic and social importance of basic functional literacy and numeracy skills. Part 1 is a discussion of English government policy initiatives to improve literacy and numeracy throughout England. Among the specific topics discussed are the following: children from preschool age to age 16 (identifying and meeting all pupils' needs, improving the quality of teaching, challenging current standards and promoting school improvement); the transition from school to work; help for adults; and information technology. Examined in part 2 are possible directions for future government initiatives targeted toward children and parents, young people, and adults. Part 2 also addresses issues that must be considered when developing policies for the longer term: improving the effectiveness of existing national/local provision for basic skills, identifying best practices and improvements needed in practices and the overall structure of basic skills provision, and determining how to disseminate research and evaluation results more effectively. Selected definitions are appended. Also included is a set of 24 fact sheets on basic skills- and literacy-related topics. (MN)

**ED 408 486** CE 074 294

Dew, John R.

**Empowerment and Democracy in the Workplace: Applying Adult Education Theory and Practice for Cultivating Empowerment.**

Report No.—ISBN-1-56720-094-X

Pub Date—97

Note—195p.

Available from—Quorum Books, 88 Post Road West, Westport, CT 06881; phone: 800-225-5800 (\$55).

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—\*Adult Education, Business Education, Change Strategies, Continuing Education, Cooperative Planning, \*Democracy, \*Education Work Relationship, Educational Needs, Educational Principles, Educational Theories, Employer Employee Relationship, Employment Practices, \*Empowerment, Labor Educa-

tion, Leadership, Organizational Change, Participative Decision Making, Strategic Planning, Teamwork, \*Theory Practice Relationship, Unions, Vocational Education, \*Work Environment

Identifiers—Emancipatory Education, \*Praxis

This book, which is written from the perspectives of an adult education practitioner engaged in helping create empowering work systems in manufacturing, service organizations, city governments, and educational systems, explains how the principles of emancipatory education and the concept of praxis may be used to reshape organizations into environments more conducive to productive work. The following are among the topics discussed in the book's 11 chapters: practical advice about empowerment and democracy (democratic workplaces and the rationale for empowerment); changing the system (systems thinking, change strategies, stages of change, application of systems theory in workplaces, and identification of empowerment champions); creating an empowerment planning team and team leaders; education for an empowered workplace (vocational, business, and continuing education and development of process, interpersonal, and political skills); changing the support systems (facilitating action research; developing compensation, recognition, appraisal, and complaint review systems); developing an employment/promotion process and performance indicators; consensus decision making; empowerment and planning (strategic/tactical planning); perspectives on democracy in the workplace; adult education and workplace democracy; unions, adult education, and industrial democracy; and creating opportunities through success and avoiding burnout. Each chapter ends with an appendix examining opportunities for praxis. The book contains 214 references and 26 figures/tables. (MN)

**ED 408 487** CE 074 296

Alper, Neil O. And Others

**Artists in the Work Force: Employment and Earnings, 1970-1990. Research Division Report #37.**

National Endowment for the Arts, Washington, DC. Research Div.

Report No.—ISBN-0-929765-48-6

Pub Date—96

Note—153p.

Available from—Seven Locks Press, PO Box 25689 Santa Ana, CA 92799; phone: 800-354-5348; fax: 714/545-1572.

Pub Type—Books (010) — Reports - Research (143)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Age Differences, \*Architects, \*Art Education, \*Artists, \*Authors, Dance, Designers, Education Work Relationship, Educational Attainment, Employment Opportunities, \*Employment Patterns, Ethnic Groups, Foreign Countries, Geographic Location, Income, Labor Supply, Musicians, National Surveys, Outcomes of Education, Quality of Life, Racial Differences, \*Salary Wage Differentials, Sex Differences, Tables (Data), Theater Arts, Underemployment, Unemployment

Identifiers—United States

Data from the U.S. Census and more limited surveys aimed at specific artist occupations were used to profile the employment and earnings of four groups of artists in 1970-1990: authors, artists who work with their hands, performing artists, and architects and designers. The following items were examined: evidence of multiple job holding; reliability/consistency of data from various sources; growth of the field; geographic areas where individuals in the field are most likely to live and work; age, sex, and racial patterns in the field; education, employment, and income levels for the field and its various subfields; satisfaction with the field; and challenges facing individuals working in the field. Income and employment levels varied widely both between and within the four occupational groups examined. The numbers of people employed in all the occupations examined increased significantly during the decades examined. In 1989, authors' total earnings averaged \$23,335. In 1990, the median income for full-time female painters/craft artists

was \$18,762. In 1989, actors/directors, dancers, musicians, decorators/designers, and architects had median incomes of \$22,000, \$8,500, \$9,900, \$45,873, and \$56,773, respectively. In general, women tended to earn less than their male counterparts. (MN)

**ED 408 488** CE 074 304

McCoy, C. Elaine, Ed.

**Collegiate Aviation Review, September 1992.**

University Aviation Association, Auburn, AL.; Nebraska Univ., Omaha.

Pub Date—Sep 92

Note—41p.; For related documents, see CE 074 305-308.

Pub Type—Collected Works - General (020) — Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Accreditation (Institutions), Airports, Articulation (Education), \*Aviation Education, \*Decision Making, \*Flight Training, Grades (Scholastic), Higher Education, Outcomes of Education, Secondary Education, \*Technical Education, \*Training Methods

This document contains five papers on aviation education. "Training Considerations for Expert Pilot Decision Making" (Richard J. Adams, Ronald John Lofaro) is a report on research identifying the differences between expert and novice decision makers from a cognitive information processing perspective and correlating the development of expert pilot cognitive processes with training and experience. "Assessing Educational Outcomes: Another Hurdle in the Accreditation Process?" (Henry R. Lehrer) provides an overview of the institutional effectiveness movement and offers guidelines regarding preparing for an accreditation visit and helping faculty members prepare performance objectives and integrate academic programs. "Cockpit Crises and Decision Making: Implications for Pilot Training" (Maureen A. Pettit) discusses a study suggesting that a high-crisis perception/low-urgency/low-rigidity pattern may be an optimal approach to crisis decision making. "Problems and Prospects of Reliever Airports" (David A. Newmyer, Stephen A. Mitchell, Jeffrey P. Smith) examines the findings of research on the effectiveness of reliever airports. "Relationships between Technically Oriented Secondary School Courses and a College Private Pilot Ground School" (Hope Bouvette Thornberg, Robert W. Isaacson, Patrick Mattson) is the report of a study examining grades received in secondary- and college-level courses. (MN)

**ED 408 489** CE 074 305

Barker, Ballard M., Ed.

**Collegiate Aviation Review, September 1993.**

University Aviation Association, Auburn, AL.; Florida Inst. of Tech., Melbourne.

Pub Date—Sep 93

Note—26p.; For related documents, see CE 074 304-308.

Pub Type—Collected Works - General (020) — Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Aircraft Pilots, Aviation Education, Comparative Analysis, \*Computer Simulation, Educational Needs, Educational Technology, Entry Workers, \*Flight Training, Higher Education, Instructional Effectiveness, \*Technical Education, \*Training Methods, Transfer of Training

This document contains two papers on aviation education. "Chief Pilots of Regional Airlines Perceive Basic Instrument Skills as Most Important with Respect to Need for Additional Training of Entry-Level Pilots" (William C. Herrick) reports the results of a study in which 126 (of a population of 197) randomly selected regional airlines' chief pilots who were surveyed regarding the additional training needed by entry-level pilots generally agreed that what new pilots need most is more basic instrument training (flight or simulator). The second paper, "Effectiveness of Computer-Based Flight Simulation" (David A. Lombardo), presents a study in which the transfer effectiveness ratio

from a computer-based flight simulation to a generic flight training device was measured by comparing the performance of an experimental group of 29 subjects who used a computer-based flight simulator before using the flight training device to the performance of a control group of 33 individuals who used the flight training device without first having used the computer flight simulator. (MN)

**ED 408 490** CE 074 306

*Barker, Ballard M., Ed.*

**Collegiate Aviation Review, September 1994.**  
University Aviation Association, Auburn, AL;  
Florida Inst. of Tech., Melbourne.

Pub Date—Sep 94

Note—35p.; For related documents, see CE 074 304-308.

Pub Type—Collected Works - General (020) — Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Aircraft Pilots, \*Aviation Education, Case Studies, Comparative Analysis, Conventional Instruction, \*Decision Making, \*Distance Education, Educational Needs, \*Flight Training, Higher Education, Instructional Materials, Literature Reviews, Material Development, Personality Traits, Privatization, \*Student Characteristics, \*Technical Education, Trend Analysis

This document contains four papers on aviation education. The first paper, "Why Aren't We Teaching Aeronautical Decision Making?" (Richard J. Adams), reviews 15 years of aviation research into the causes of human performance errors in aviation and provides guidelines for designing the next generation of aeronautical decision-making materials. "Aviation Distance Learning: An Initial Case Study of Intent, Implementation, and Evaluation" (Henry R. Lehrer, Thomas J. Connolly) presents a statistical examination of the performance of 70 students in 3 different aviation classes (1 traditional classroom-based class and 2 distance learning classes) that demonstrated the effectiveness of distance learning as a form of aviation education. "A Comparison of Personality Characteristics between University Aviation Students and Airline Pilots" (Maureen Pettit, Joseph H. Dunlap) discusses a study that revealed significant differences between freshmen and junior students, male and female students, and students and line pilots. The paper "Airport Privatization: False Panacea?" (Lawrence J. Truitt, Michael Esler) describes the recent history of airport privatization, presents arguments for and against privatization, and assesses its prospects in the United States. (MN)

**ED 408 491** CE 074 307

*Barker, Ballard M., Ed.*

**Collegiate Aviation Review, September 1995.**  
University Aviation Association, Auburn, AL;  
Florida Inst. of Tech., Melbourne.

Pub Date—Sep 95

Note—40p.; For related documents, see CE 074 304-308.

Pub Type—Collected Works - General (020) — Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Aerospace Education, Aircraft Pilots, \*Aviation Education, Case Studies, Competition, Educational Theories, Elementary Education, \*Flight Training, \*Global Approach, Higher Education, Program Development, Program Implementation, Situational Tests, Teacher Workshops, \*Technical Education, \*Training Methods

Identifiers—\*Situational Learning

This document contains three papers on aviation education. "Aviation/Aerospace Teacher Education Workshops: Program Development and Implementation" (Mavis F. Green) discusses practical issues in the development of an aviation/aerospace teacher education workshop designed to help elementary school teachers promote aviation to their students. "Globalization Strategies and the Prospects of Increased Competition in the International Airline Industry" (Scott E. Tarry, Lawrence J. Truitt) exam-

ines the potential impact of globalization strategies on competition in the international airline market. It concludes, from an analysis of four cases, that globalization strategies are reasonable for some airlines but may actually lessen the chance for real competition in the market even if ongoing government negotiations are successful. "Situational Learning: A Theory for Learning Situation Awareness" (Donna Forsyth Wilt, Philip Horton) examines the educational theory of situated learning (a theory based on the idea that learning takes place as interaction between a novice, an expert, and their social and physical environment) and its application in flight training. (MN)

**ED 408 492** CE 074 308

*Barker, Ballard M., Ed.*

**Collegiate Aviation Review, September 1996.**  
University Aviation Association, Auburn, AL;  
Florida Inst. of Tech., Melbourne; McGraw-Hill Book Co., New York, N.Y.

Pub Date—Sep 96

Note—34p.; For related documents, see CE 074 304-307.

Pub Type—Collected Works - General (020) — Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Academic Education, \*Aviation Education, \*Educational Technology, \*Employment Projections, \*Flight Training, Higher Education, Integrity, Meteorology, Pilot Projects, Position Papers, Training Methods

This document contains three papers on aviation education. "Academic Integrity in Higher Education: Is Collegiate Aviation Education at Risk?" (Jeffrey A. Johnson) discusses academic integrity and legal issues in higher education and argues that academic integrity needs to be an integral part of collegiate aviation education if students expect to compete effectively in the highly competitive field of aviation. "Aviation/Aerospace Forecast 2005: Industry and Employment Outlook" (Virginia Lee Lussier) examines the current economic status of the aviation/aerospace industry, its projected growth to the year 2005, and the prospects for various aviation-related careers (airline pilot, aircraft maintenance technician/engineer, computer scientist, engineer, and meteorologist) during the next decade. "Technology in the Aviation Meteorology Classroom: A Pilot Study" (Michael R. Witw, Philip Horton) reports on a comparative study that documented the effectiveness of the educational technology used in the Federal Aviation Administration's Airway Science Program. (MN)

**ED 408 493** CE 074 312

**Strengthening the School-to-Work Transition for Students with Disabilities. A Guide for Educators.**

Career Options Inst., Latham, NY.

Spons Agency—New York State Education Dept., Albany.

Pub Date—97

Note—251p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—Adaptive Behavior (of Disabled), Assistive Devices (for Disabled), Career Education, \*Disabilities, Disability Discrimination, \*Education Work Relationship, Employment Potential, \*Females, Guides, \*Job Placement, Job Training, Normalization (Disabilities), Postsecondary Education, \*Rehabilitation, Role Models, Secondary Education, State Programs, Statewide Planning, \*Vocational Education

Identifiers—\*New York

This resource guide provides practical advice, materials, and strategies designed to overcome the barriers that have interfered with successful placement of persons with disabilities in the workplace, especially women and girls. It is designed for use by educators interested in improving career preparation of students with disabilities. Section 1 looks at barriers that have created a "separateness" between students with disabilities and their nondisabled peers. Strategies for overcoming those barriers are included. Section 2 provides basic information

about the rehabilitation system, disability-related laws, and issues affecting the school-to-work transition of students with disabilities. Section 3 looks at the development of positive self-image and self-confidence through role model identification and group support. Section 4 includes information regarding career preparation and workplace realities for students, educators, parents, and employers. It describes tools, training, and support necessary to enhance the school-to-work transition for students with disabilities. Section 5 outlines a variety of resources available for working with persons with disabilities: a glossary of disability-related terms; a list of vendors of information to assist in the inclusion and advancement of students with disabilities; and lists of providers of independent living aids, adaptive resources, agencies, support groups, and technical assistance centers specific to New York State. Bibliographies contain 113 print and 15 media resources. (YLB)

**ED 408 494** CE 074 313

*Dirks, John M. Prenger, Suzanne M.*

**A Guide for Planning and Implementing Instruction for Adults. A Theme-Based Approach.** Jossey-Bass Higher and Adult Education Series.

Report No.—ISBN-0-7879-0837-1

Pub Date—97

Note—159p.

Available from—Jossey-Bass Inc., 350 Sansome Street, San Francisco, CA 94104.

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—Adult Education, Adult Learning, Adult Literacy, \*Curriculum Design, Curriculum Development, English (Second Language), Integrated Curriculum, Interdisciplinary Approach, \*Literacy Education, Program Development, \*Program Implementation, Student Evaluation, Teacher Role, Teaching Guides, \*Thematic Approach

This guide is designed to help teachers plan and implement integrated, theme-based (ITB) instruction for adults. Chapter 1 provides an overview of integrated, thematic instruction. Chapter 2 discusses important assumptions about how adults learn. Chapter 3 provides a general discussion of differences among individuals in their approach to learning as well as context-based instruction and processes to use in implementing this approach to adult basic education/General Educational Development preparation. Its purpose is to provide a conceptual framework in which one can organize instructional planning and decision making. Chapter 4 describes specific process to use in selecting and planning theme units, including strategies to use to identify themes. Chapter 5 contains several sample theme units that illustrate how to plan and organize units around particular learner themes. Chapter 6 provides a more detailed description of specific instructional strategies that may be helpful in implementing a thematic approach to instruction. Chapter 7 provides an overview to assessing instruction and student learning within this approach and lists resource materials. Chapter 8 discusses ways to meet the challenges of ITB instruction. Three resources are appended: two approaches to defining competencies; curricular and instructional resources for implementing ITB instruction; and personal notes and reflections for teachers. Contains 70 references and an index. (YLB)

**ED 408 495** CE 074 317

*Hanlon, Tina L. And Others*

**A Study of Work in Children's Literature: An Annotated Bibliography.**

Pub Date—Dec 96

Note—33p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 1996). For a related document,



see ED 404 516.

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131) — Speeches/Meeting Papers (150)

# EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, \*Career Exploration, \*Childrens Literature, \*Education Work Relationship, Educational Philosophy, Grade 3, Nontraditional Occupations, Occupational Aspiration, Primary Education, \*Work Attitudes, \*Work Ethic

This annotated bibliography lists 148 fiction and nonfiction books for third-grade readers of varied reading levels. Many of the books, however, are suitable for a wide variety of ages, and many picture books are also included. The bibliography contains short chapter books, novels for third-grade readers by popular authors such as Beverly Cleary and Laura Ingalls Wilder, and several older classics. Many forms of work are represented in the books, and many types of workers and different jobs are depicted. A literature review preceding the bibliography discusses many of the books listed, as well as the role of work in education and the importance of career education as it relates to children's literature. Contains 11 references. (KC)

ED 408 496

CE 074 318

Redmann, Donna H., Ed.

American Vocational Education Research Association Proceedings (Cincinnati, Ohio, December 5-8, 1996).

American Vocational Education Research Association.

Pub Date—Dec 96

Note—257p.

Pub Type—Collected Works - Proceedings (021)

# EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Academic Education, Advisory Committees, \*Agricultural Education, Apprenticeships, Bachelors Degrees, Block Scheduling, Business Education, College Preparation, Competency Based Education, Computer Uses in Education, Critical Thinking, \*Curriculum Development, Distance Education, \*Education Work Relationship, \*Educational Practices, Educational Research, Entrepreneurship, Faculty Mobility, Higher Education, Integrated Curriculum, Job Training, Middle Aged Adults, Middle Schools, National Standards, Nursing Education, Occupational Aspiration, Office Occupations Education, School Business Relationship, Secondary Education, Statewide Planning, Student Educational Objectives, Student Organizations, Supervised Occupational Experience (Agriculture), Teacher Education, Technical Institutes, Two Year Colleges, Vocational Directors, \*Vocational Education, \*Vocational Education Teachers, Womens Education, World Wide Web

Identifiers—Future Farmers of America, Georgia, Louisiana, Nebraska, North Carolina

The following papers are included: "Research and Teaching from the Web/Multimedia" (Swan); "Vocational Teachers' Attitude toward Knowledge of, and Use of National Skill Standards" (Belcher, McCaslin); "Predicting the Leadership Effectiveness of Vocational Education Administrators" (Daughtry, Finch); "Coping Behaviors and Transitions of Managerial Males Who Experience Mid-Life Job Loss" (Doster, Kirby); "Assessment of Junior High/Middle School Agricultural Education Programs in Nebraska" (Fritz, Moody); "Vocational Teacher Preparation in North Carolina for Integration of Academic and Vocational Education" (Hartzell, Flowers, Jewell); "Developing Career and Academic Aspirations in School-to-Work Programs" (Hernandez-Gantes, Nieri); "Producing Knowledge in Career-Oriented Programs" (Hernandez-Gantes, Sanchez); "Turnover of Baccalaureate Nurse Educators in Louisiana" (Holland, Burnett); "Comparison of the Perceptions of Secondary Business and Office Education Instructors and Agricultural Education Instructors of the North Carolina Vocational Competency Achievement Tracking System (VoCATS)" (Jewell, Jewell); "Relationship between NOCTI (National Occupational Competency Testing Institute) Written and Performance Exams" (Kapes, Martinez); "Impact of Block

Scheduling on Instruction, FFA (Future Farmers of America) and SAE (Supervised Agricultural Experience) in Agricultural Education" (Moore, Becton, Kirby); "Employer Involvement in Georgia Youth Apprenticeship Programs" (Smith); "Benchmarking Youth Apprenticeship Programs in Georgia" (Smith); "Student Perceptions toward Effectiveness of Distance Education" (Swan, Jackman); "Using an Agricultural Model to Establish Core Occupational Competencies for Secondary Vocational Programs" (Waidelich, Hillison); "Analysis of Student Programmatic Delays in Postsecondary Flight Training Programs: A National Study" (Bryan, Thuemmel); "Impact of Skill Standards on Vocational Education: Perceptions of Technical Committees" (Bunn, Steward); "Grounded Theory Approach to Identifying the Essential Attributes of Quality Education-to-Work Curriculum" (Ellibee); "Perceived Educational Needs of Women Entrepreneurs in a Business Incubator Setting" (Heath, Schmidt); "Influence of Expert Status and Learning Style Preference on Critical Thinking Abilities of Professional Nurses" (Prestholdt, Burnett); "Academic Success of GED (General Educational Development) and High School Graduates in the Secretarial Diploma Programs at Augusta Technical Institute" (Willis, Stitt-Gohdes); and "New American High School" (Stern, Hallinan and Faulkner). (MN)

ED 408 497

CE 074 321

Fusch, Gene E.

Grant Writers Proposal Guide.

Pub Date—95

Note—18p.

Pub Type—Guides - Non-Classroom (055)

# EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, \*Grants, \*Grantsmanship, \*Program Proposals, \*Proposal Writing, Technical Education, Two Year Colleges, \*Vocational Education

This paper, intended for teachers and administrators of K-12 and two-year college vocational education programs, provides instructions for writing grant proposals. Taking the reader through the proposal from start to finish, it outlines the contents and requirements in a grant proposal. Topics covered include the grant project, layout, contents of a grant proposal, project abstract, application for assistance, budget information, budget narrative, program narrative, additional assurances and certificates, and appendix. Examples of many of these parts of a grant proposal are provided and critiqued. Contains 24 references. (KC)

ED 408 498

CE 074 322

Fusch, Gene E.

Philosophy of Vocational Education.

Pub Date—[97]

Note—8p.

Pub Type—Opinion Papers (120)

# EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Continuing Education, Disabilities, Disadvantaged, \*Educational Finance, Educational Needs, \*Educational Philosophy, Employer Attitudes, \*Government Role, \*Job Training, Lifelong Learning, Postsecondary Education, Program Costs, \*Retraining, Secondary Education, Small Businesses, \*Vocational Education

In the increasingly technological world, it is imperative that workers receive training for the jobs of today and retraining for the jobs of the future. It has been proposed that businesses provide all of this training, because businesses benefit from having highly skilled workers and such a system might reduce taxes. This plan is flawed, however, for a number of reasons. For example, the high costs of training by businesses would be passed on to consumers, resulting in higher prices. In addition, many small businesses cannot afford training, and unemployed persons would not benefit from business training, since they would not be able to obtain it. Disabled and disadvantaged people would not be likely to obtain training from employers. Because society benefits from vocational training for a number of reasons, such as more happily employed people and less crime, society as a whole should pay for much of vocational education within the school sys-

tem as well as through lifelong learning opportunities for persons who have completed school and need or want to retrain. Societal support for vocational education is imperative for the United States to prepare workers for the technical age of today and tomorrow. (KC)

ED 408 499

CE 074 323

Fusch, Gene E.

The Vocational Dean: First Line Leadership and Management Skills Required in the New Workplace of Information and Technology.

Pub Date—[93]

Note—18p.

Pub Type—Information Analyses (070)

# EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, Administrator Behavior, Administrator Characteristics, Administrator Responsibility, \*Administrator Role, \*College Programs, \*Deans, \*Educational Improvement, Educational Needs, Educational Trends, \*Futures (of Society), Higher Education, Job Skills, Technical Education, Two Year Colleges, \*Vocational Directors, Vocational Education

Preparing today's work force for future technological changes is part of the mission of institutions of higher education. A pivotal role in overseeing and managing this function is played by vocational deans, who are responsible for overseeing the training and development of both students and instructional staff. Deans need management and conflict resolution skills in order to provide a vision and lead staff and students while ensuring the smooth flow of day-to-day operations. Vocational deans are responsible for evaluating and monitoring students' acquisition of job skills, maintaining good relationships with the business community and advisory boards, enabling and accepting faculty input, and fostering staff professional development in order to implement new ideas. Vocational deans at community or technical colleges can take 15 steps to create this environment, including living by the highest level of integrity and ethics, setting and developing priorities, being tough but fair with people, and believing in corporate citizenship. The vocational deans' abilities in developing a professional team of vocational instructors and interfacing with the business community will facilitate the acquisition of work-related and job competency-based skills by the workers of tomorrow. (Contains 30 references.) (KC)

ED 408 500

CE 074 326

Brack, Greg McCarthy, Christopher J.

Transactional Model of Coping, Appraisals, and Emotional Reactions to Stress.

Pub Date—Aug 96

Note—30p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 9-13, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

# EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Processes, \*Coping, \*Emotional Response, Employment Problems, \*Entry Workers, Evaluation, Graduate Students, Higher Education, Occupational Aspiration, \*Stress Management, \*Vocational Adjustment, \*Work Attitudes

A study investigated the relationship of transactional models of stress management and appraisal-emotion relationships to emotions produced by taking a new job. The participants, 231 graduate students, completed measures of cognitive appraisals, stress coping resources, and emotional reactions at the time of taking a new job and some time later. Regression analyses revealed that cognitive appraisals and appraisals of coping resources were significant predictors of immediate emotional response. Although significant, however, cognitive appraisals and appraisals of coping resources were not useful predictors of later emotional response. Implications for health psychologists working with stressful events are that future attention might be paid to which appraisals are most important in producing certain emotions, which may have important

clinical implications. (Contains 31 references.) (Author/KC)

**ED 408 501** CE 074 329

*Cass, Alan And Others*

**Planning a Merger of FE Colleges. FEDA Paper.**

Further Education Development Agency, London (England).

Report No.—ISSN-1361-9977

Pub Date—97

Note—39p.

Available from—Further Education Development Agency, Publications Dept., Mendip Centre, Blagdon, Bristol BS18 6 RG, England, United Kingdom (6.50 British pounds).

Journal Cit—FE Matters; v1 n17 1997

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Administrative Organization, Adult Education, Check Lists, \*Colleges, \*Educational Planning, Foreign Countries, Guides, Mergers, Postsecondary Education, \*Technical Institutes, Vocational Education

Identifiers—\*Great Britain

This publication provides a sequential action plan that can be followed stage by stage by any British further education college planning to merge. Section 1 describes the Sunderland merger, one of the first to be driven by an attempt to avoid wasteful competition. Section 2 describes the 10 stages in devising an action plan. For each stage in the planning process, this section identifies the key issues to be addressed and provides a checklist of the factors to be considered. The checklists are in table form and list questions with spaces provided for response and action. Where appropriate, strategies for addressing these issues are suggested. The 10 stages are as follows: preparing; analyzing the pros and cons; preparing the business case; arranging a public consultation; preparing a formal proposal for the Further Education Funding Council (FEFC); going before the FEFC regional committee; going before the FEFC reorganization committee; progressing the merger; establishing the new board of governors; and appointing the new principal/chief executive. A summary of key points is followed by relevant background data on the two colleges that merged in Sunderland. Contains 18 references. (YLB)

**ED 408 502** CE 074 330

*Coe, Beatrice*

**Security Is Not an Option—Learning in a Safe Environment. FEDA Paper.**

Further Education Development Agency, London (England).

Report No.—ISSN-1361-9977

Pub Date—97

Note—42p.

Available from—Further Education Development Agency, Publications Dept., Mendip Centre, Blagdon, Bristol BS18 6RG, England, United Kingdom (6.50 British pounds).

Journal Cit—FE Matters; v1 n19 1997

Pub Type—Reports - Evaluative (142)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Adult Education, Alarm Systems, \*Campuses, Crime, \*Crime Prevention, Foreign Countries, Police School Relationship, Postsecondary Education, \*School Security, School Vandalism, Security Personnel, Stealing, \*Technical Institutes, Violence, Vocational Education

Identifiers—\*Great Britain

A study examined what further education colleges in Britain were doing about security and what they planned for the future. A literature search found that a PEST (Political/legal, Economic, Sociocultural, and Technological) analysis was one way to examine the differential impact of external influences. A PEST analysis offered a strategy for security that considered college environment, strategic capability, organizational culture, and stakeholders' expectations. The research was undertaken to help Barking College in greater London plan an organizational strategy on security. Questionnaires were sent to 225 colleges in southeast England, Greater London, and Essex; the response was 50

percent. Focus was on client requirements, organizational requirements, and security measures. Less formal "opportunistic interview" sessions were used to discover staff concerns. All 109 colleges taking part said they had experienced theft. Other security breaches mentioned were internal fights, muggings, drug dealing, physical attacks, vandalism, arson, aggression, and a bomb scare. One-third of colleges had had staff physically attacked; one-half had had students attacked. Most medium-to-large colleges employed specialist security staff. Two of five colleges had some form of restricted access. Implications of findings were organized into three categories: those pertaining to premises, procedures, and training. (Appendixes contain 14 references, instruments, and a map of location of colleges responding to questionnaire.) (YLB)

**ED 408 503** CE 074 331

*Louis, Donald R. Resendiz, Rosalva*

**Sensitizing Police Officers to Persons with Developmental Disabilities. A Curriculum Guide for Law Enforcement Trainers.**

North Texas Univ., Denton.

Spons Agency—Texas Higher Education Coordinating Board, Austin.

Pub Date—Feb 97

Note—287p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price — MF01/PC12 Plus Postage.**

Descriptors—Autism, Behavioral Objectives, Cerebral Palsy, Consciousness Raising, \*Continuing Education, Curriculum Guides, \*Developmental Disabilities, Disability Discrimination, \*Disability Identification, Epilepsy, Hearing Impairments, Instructional Materials, \*Interpersonal Competence, Learning Activities, Mental Retardation, Police, \*Police Community Relationship, \*Police Education, Social Attitudes, Staff Development, Teaching Guides

Identifiers—Texas

These three documents (a curriculum guide and two learning guides) are designed for use in police academies in Texas for advanced officer training. The curriculum guide provides a comprehensive training program designed to give police officers a working knowledge and understanding of how to interact while in the line of duty with persons who have disabilities. Designed for one 8-hour session, the material is organized into six major sections: (1) an overview of developmental disabilities (DD); (2) mental retardation; (3) autism; (4) cerebral palsy; (5) epilepsy; and (6) hearing impairments. Each section is designed to meet the specific objectives of assisting with identification of and communication with persons with DD. Each section includes performance and enabling objectives, lecture material, and suggested activities. All transparency masters are found at the end of the guide. The first learning guide is designed as a train-the-trainer guide. Divided into tasks, the guide provides for each task these materials: introduction; performance and enabling objectives; prerequisites; check list; key points; self-check with answer key; learning experiences, including role playing; and performance test. The second learning guide is designed as a handout for the advanced officer's training. For each topic, these materials are provided: objectives, information, and suggested activity. A quiz is appended. Contains 23 references. (YLB)

**ED 408 504** CE 074 332

*Taylor, Susan Dyer*

**Education within Corrections: A Study Pertinent to Cumberland County.**

Pub Date—97

Note—37p.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Adult Basic Education, Adult Literacy, \*Educational Attainment, \*Educational Needs, High School Equivalency Programs, Learning Disabilities, \*Prisoners

Identifiers—\*Maine (Cumberland County), National Adult Literacy Survey (NCES)

A study investigated the educational levels of 196 inmates (85 percent male, most Caucasian, 5 ethnic groups represented) of the Cumberland County Jail

(CCJ) in Portland, Maine, using a self-perception instrument and the results of the Tests of Applied Literacy Skills. Information was obtained regarding gender, age, recidivism, highest level of educational attainment, special education services received and perceived, and intent to pursue a General Educational Development (GED) diploma. In addition, information about how this population performed in a test was compared to that of the national prison population reported in the National Adult Literacy Survey (NALS). The results demonstrate that, although CCJ inmates usually rated their abilities as high and they performed as well as or better than national levels for incarcerated populations, they did not demonstrate proficiency levels that would enable them to achieve greater social or economic success. More than one-fourth of the sample reported known learning disabilities or difficulties. Although nearly one-third indicated that they would like to pursue a GED, most of those inmates said they would need tutorial or remedial services first. (The study report contains 15 references, the survey instrument, 3 tables and 8 figures illustrating survey results, and two figures providing information on the NALS.) (Author/KC)

**ED 408 505** CE 074 334

*Eyler, Janet And Others*

**Report of a National Study Comparing the Impacts of Service-Learning Program Characteristics on Post Secondary Students.**

Pub Date—Mar 97

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997). For related documents, see CE 074 335-336.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Career Education, \*Citizenship Education, Comparative Analysis, \*Educational Benefits, Educational Research, Higher Education, National Surveys, Pretests Posttests, Public Service, School Community Relationship, \*Service Learning, \*Student Attitudes, \*Student Participation

The Comparing Models of Service-Learning project surveyed the impact of service-learning programs on students' citizenship values, skills, attitudes, and understanding nationwide. Data were obtained from 1,136 pre- and post-surveys of students who participated in service learning and 408 of their classmates who did not select service-learning options at 30 colleges and universities, as well as interviews with 65 students from 6 colleges at the start and end of the spring term. Findings indicated students who chose to participate in service-learning experiences and those who did not differed significantly on the pretest measure of virtually every outcome. Students who chose these activities were already much higher on each measure and the differences were sometimes substantial. Given these differences, colleges that hope that community service will add to the educational value of their programs may want to consider integrating these opportunities into their core curriculum. Service-learning programs appeared to have an impact on students' attitudes, values, skills, and perceptions even over the relatively brief period of a semester. The quality of the placement and its connection to the subject matter of the course had an impact on students' perceptions of what they get out of the program, on their relationships with faculty and other students, and on changes in their attitudes, skills, values, and conceptions of community issues. (Seven data tables are appended.) (YLB)

**ED 408 506** CE 074 335

*Eyler, Janet And Others*

**Service-Learning and the Development of Expert Citizens.**

Pub Date—Mar 97

Note—Sp.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997). For

related documents, see CE 074 334-336.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, Career Education, \*Citizenship Education, Comparative Analysis, \*Educational Benefits, Educational Research, Higher Education, National Surveys, Pretests Posttests, \*Problem Solving, Public Service, School Community Relationship, \*Service Learning, \*Student Attitudes, \*Student Participation

A research project used data from a national comparative study to examine whether service learning improved students' problem solving or contributed to a more complex understanding of social issues. In a pilot study, students with no, limited, and intensive service-learning experience were interviewed about a social problem and how they would solve it. When the interviews were analyzed for differences, a number of themes emerged. The students with extensive experience and well-integrated service learning tended to approach the social problems related to their service in a more complex and thorough way and were more likely to have well-developed strategies for citizenship action than those with limited experience. In a more systematic study, an interview protocol was designed to allow students to analyze problems related to their service both before and after their service learning semester. Subjects were 55 college students from 6 colleges who were interviewed at the start and end of the spring semester of 1996, most of whom participated in either an intensive service-learning class where the service was integrated into the course or in a class where service was an option, and 12 students in classes with service options who did not choose the option. Expertise in social problem solving and community action resulted from service learning, and careful integration of service into the course rather than making it an option helped instructors design more effective community-based instruction. (Contains 13 references.) (YLB)

**ED 408 507** CE 074 336

Eyler, Janet And Others

**Service-Learning and the Development of Reflective Judgment.**

Pub Date—25 Mar 97

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997). For related documents, see CE 074 334-335.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, Career Education, \*Citizenship Education, Comparative Analysis, Critical Theory, \*Critical Thinking, Decision Making, Educational Benefits, Educational Research, \*Evaluative Thinking, Higher Education, National Surveys, Outcomes of Education, Pretests Posttests, Problem Solving, Public Service, School Community Relationship, \*Service Learning, \*Student Attitudes, \*Student Participation, Thinking Skills

Identifiers—\*Reflective Practice

A study explored the application of reflective judgment theory to the types of problem solving faced by students in community service placements. It also tested the impact of different service-learning experiences on growth in reflective judgment over the course of a semester. Participants were 66 students in 6 colleges and universities. They were interviewed at the beginning and end of their service-learning semester using a problem-solving protocol based on issues with which they were dealing in their service. Although service alone did not appear to contribute to development of more complex reflective judgment, students who were in well-integrated and highly reflective service-learning classes were significantly more likely to demonstrate growth than those in moderate or low intensity service-learning experiences. (Appendixes contain 18 references, 2 tables, and 3 figures.) (Author/YLB)

RIE NOV 1997

**ED 408 508**

Lakes, Richard D.

**The New Vocationalism: Deweyan, Marxist, and Freirean Themes. Information Series No. 369.**

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—97

Contract—RR93002001

Note—46p.

Available from—Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 369, \$7; quantity discounts available).

Pub Type—ERIC Publications (071)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Education Work Relationship, Educational Change, Educational Philosophy, Ideology, \*Marxian Analysis, Participative Decision Making, Postsecondary Education, Role of Education, Secondary Education, \*Social Class, \*Vocational Education

Identifiers—Critical Pedagogy, \*Dewey (John), \*Freire (Paulo), Vocationalism

This paper traces the roots of the new vocationalism to the educational reform movements of the 1980s, with philosophical underpinnings in the work of John Dewey in the early 20th century. It explores other influences, including Marxian critiques of capitalist uses of education and alternative views of education and work presented by followers of Paulo Freire, who saw revolutionary promise in literacy and education. The paper examines significant Deweyan, Marxist, and Freirean themes in the literature on the new vocationalism. It describes the Deweyan scholars' challenge to prevailing assumptions about vocational education and their assertion that educational reform will result in better trained workers who can participate effectively in the workplace and in democracy. The paper reviews Marxian analysis of how schools reproduce social class inequities through curriculum differentiation, which sorts individuals into future occupational roles. It examines the Freireans' use of critical pedagogy to assist working-class people in examining oppression. The paper concludes with a discussion of the themes drawn from the three ideologies that points out theoretical contradictions and/or tensions within them. It suggests research that will guide the future of vocational education. Contains 123 references. (SK)

## CG

**ED 408 509**

Cosden, Merith A. Peerson, Stacey

**Substance Abuse, Clinical Needs, and Treatment Outcomes for Women.**

Pub Date—10 Aug 96

Note—28p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Females, \*Intervention, Mental Health, \*Mothers, \*Outcomes of Treatment, Parent Child Relationship, \*Parenting Skills, Program Effectiveness, Psychological Needs, \*Residential Programs, \*Substance Abuse, Toddlers

Identifiers—California (South)

Many women seek treatment for substance abuse problems during their child-bearing years. Evaluations of interventions for these women need to take into account other problems that women may have when they enter treatment. The effectiveness of residential treatment for women, some of whom reported a history of abuse and psychological problems, is reported here. Data were collected on 101 women in two residential treatment programs. Both programs were federally funded, model demonstration programs designed to serve perinatal women

CE 074 373

and children under the age of three. Both facilities provided short-term residential treatment and their primary goals included reducing substance abuse and developing parenting skills. Parenting skills were addressed through the modeling of appropriate practices and through parenting classes in which the women and children were joint participants. As predicted, many women reported early abuse and symptoms of psychological distress. Women who reported severe psychological problems were less likely to graduate from the programs. Those who did graduate showed a reduction in the severity of their alcohol, drug, legal, family, and psychological problems. It is argued that interventions need to be developed and tested to meet the needs of women with both psychological and substance abuse disorders. Nine tables provide statistical data. (RJM)

**ED 408 510**

CG 027 679

Dumas, Lynne S.

**Talking with Kids about Tough Issues.**

Children Now, Oakland, CA.; Henry J. Kaiser Family Foundation, Menlo Park, CA.

Pub Date—96

Note—67p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Acquired Immune Deficiency Syndrome, Alcohol Abuse, \*Child Rearing, \*Children, \*Communication Skills, \*Drug Use, Elementary Education, Elementary School Students, Parent Child Relationship, \*Parent Materials, Resource Materials, Sexuality, Violence

Identifiers—\*Communication Strategies, \*Conversation

Raising a child can be the most gratifying (and the most difficult) job a person can have. Communication is essential when parenting children, and practical guidance in learning how to speak openly and listen attentively is presented in this booklet. It gives parents and caregivers concrete tips and techniques on talking with young children, ages 8 to 12, about hard-to-discuss issues, such as sex and sexuality, drugs and alcohol, Acquired Immune Deficiency Syndrome (AIDS), and violence. Since children already receive information about these topics from television, movies, and other sources, it is important that parents provide accurate insights. The text draws on ideas and opinions of child psychiatrists, psychologists, scientists, doctors, and educators. It opens with an overview of what parents need to know before talking with kids, such as issues on child development, and provides ground rules for discussions (e.g., always use age-appropriate language). Each chapter offers tips for initiating discussions, including ways to ensure that you are understanding the child's level of understanding. Sample questions and answers are provided for each topic. A collection of resources lists boys and girls clubs throughout the country; other organizations for information and referral; and reading materials for parents and children, and other information. (RJM)

**ED 408 511**

CG 027 735

Dharmadasa, Kiri H. Gorrell, Jeffery

**Elements of Self-Regulation in Students'**

**Scripts Related to Particular Learning Situations.**

Pub Date—Nov 96

Note—38p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adolescents, \*Grade 11, High School Students, High Schools, Learning Motivation, \*Learning Processes, \*Learning Strategies, Learning Theories, \*Self Management, Sex Differences, Student Characteristics

Identifiers—\*Scripts (Knowledge Structures), \*Self Regulation

Self-regulation refers to the degree that individuals become metacognitively, motivationally, and behaviorally active in their own learning processes. One potentially helpful means of examining students' self-regulation is to analyze their internal



representations, or scripts, for recurring academic tasks. For this study, researchers analyzed the script elements, the primary script norms, the elements of self-regulation incorporated into students' scripts, and the effects of gender on basic script elements in 61 students in grade 11. The scripts related to three common high school learning situations: writing a term paper, studying for a final examination, and preparing an oral presentation. The incidence and nature of self-regulation revealed in the students' written protocols were also examined. Results show that in the 3 learning situations, there were 1224 script elements, which included 624 elements of self-regulation. Primary norm scripts, basic script elements, and elements of self-regulation in 15 categories of self-regulated learning processes varied according to learning situations. There was no gender effect found on script elements or elements of self-regulation. Findings indicate that scripts can be useful sources for investigating self-regulation in high school students. Contains approximately 85 references. (RJM)

ED 408 512 CG 027 737

Staley, Wanda And Others

**The Relationship between Fear of Success, Self-Concept, and Career Decision Making.**  
 Pub Date—Nov 1996

Note—22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adolescents, \*Career Choice, \*Fear of Success, Inhibition, Middle Schools, \*Rural Youth, School Counseling, Secondary Education, Secondary School Students, \*Self Concept, Sex Differences, \*Student Attitudes  
 Identifiers—Appalachia, \*Career Decisions, Kentucky (East)

One of the largest problems facing rural school counselors is that of confronting the low career expectations that many rural students have by the time they reach high school. The relationship among the fear of success (FOS), self-concept, and career decision making of adolescents was examined in this study. Special attention was given to whether or not the sex difference for FOS as reported for urban youth is also true for rural youth. Students (N=276) from three middle schools and three high schools in eastern Kentucky participated in this study. Each participant completed three self-report measures. Statistical analysis of the results reveals that the rural youth demonstrated a higher FOS than reported by urban youth in previous studies. Contrary to other studies, male participants reported a higher FOS than did female students. FOS was found to be related to both career certainty and career indecision: lower FOS was related to higher career certainty whereas higher FOS was related to higher career indecision. FOS was also found to be related to self-esteem. As FOS increases, self-esteem drops, career indecision rises, and career certainty decreases. Although a relationship was found among these variables, any causal relationships or interaction effects could not be addressed. (RJM)

ED 408 513 CG 027 738

Britt, Patricia M.

**Student Voices: Students' Perceptions of Factors Placing Them at Risk of Dropping Out of School.**

Pub Date—Aug 95

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adolescents, \*Dropout Characteristics, Dropout Research, Educational Environment, Family Environment, Grade 12, \*High Risk Students, High School Students, High Schools, School Holding Power, \*Student Alienation, \*Student Attitudes, Student Attrition, \*Student School Relationship  
 People worry about dropouts because they believe that leaving high school before graduation is detrimental, both to the individual and to society. This view does not include students' view of the situation, and in order to clarify students' perceptions of at-risk factors, qualitative data on high school seniors were collected. The central question of this study was, "What has been the process in the lives of these students, as perceived by the student, which has led to being considered at risk?" To answer this question, classroom observations, interviews, information from parents and classroom teachers, journal entries, and student records were collected on 15 students. The data that emerged were classified into three areas: (1) home environment; (2) school environment; (3) other factors or concerns. Results indicate that most students felt isolated, both at home and at school. Most considered a lack of parental supervision and responsibility as a major concern, and they believed that this apathy was shared by teachers, counselors, and administrators. Most of these at-risk students felt isolated from participation in school activities, which are usually reserved for high-achieving students. A number of recommendations to remedy this sense of isolation are offered. (RJM)

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ED 408 514 CG 027 740

Portes, Pedro R. Zady, Madelon F.

**Socio-Psychological Factors in the Academic Achievement of Children of Immigrants: Examining a Cultural History Puzzle.**

Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.; National Science Foundation, Arlington, VA.; Russell Sage Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.

Pub Date—96

Note—36p.

Pub Type—Reports - Research (143)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—\*Academic Achievement, Acculturation, Adolescents, \*Cultural Influences, Ethnic Groups, Grade 8, Grade 9, \*Immigrants, Minority Group Children, \*Predictor Variables, Secondary Education, Sociocultural Patterns, \*Student Characteristics

Identifiers—Broward County Public Schools FL, Dade County Public Schools FL, \*Psychosocial Factors, San Diego Unified School District CA

A growing literature has emerged concerning group-based difference in academic achievement, much of it pointing to the role of psychocultural factors. To study this observation, the educational achievement of children of immigrants, in the context of socio-psychological characteristics and ethnicity, is examined here. Data were taken from interviews of 5,267 second-generation students who lived in one of three large cities. Participants had to be either foreign born or U.S. born with at least one foreign-born parent. Survey information included data on the respondents' demographic characteristics, the nativity and citizenship of respondents and parents, family size and structure, and socioeconomic status (SES). Students from over 27 cultural groups were arbitrarily grouped into 8 categories. Grade, age, English language proficiency, maternal age, and parental SES were included as control variables. Results indicate that ethnicity accounts not only for school achievement directly, but it may also be indirectly related to other psycho-social predictors. However, two main findings underline this conclusion: (1) cultural influences remain enigmatic and cannot be broken down into variables, such as those considered in this study; and (2) there seems to be considerable variation within the immigrant population as a whole. Generalizations based on differences in minority status appear inaccurate. (RJM)

ED 408 515 CG 027 746

Sheridan, Susan M.

**Efficacy of Conjoint Behavioral Consultation as a Vehicle for Inclusion.**

Pub Date—Aug 96

Note—34p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August

9-13, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, \*Behavior Modification, Children, \*Cocounseling, Counseling Effectiveness, \*Disabilities, Elementary Secondary Education, \*Inclusive Schools, Mainstreaming, Program Effectiveness, Pupil Personnel Services, School Counseling, School Psychologists, \*Special Needs Students

Identifiers—Mainstreaming the Disadvantaged, Service Delivery Assessment

Conjoint behavioral consultation (CBC) is a structured, indirect form of service-delivery in which parents, teachers, and other support staff work together to address the academic, social, or behavioral needs of an individual for whom all parties bear some responsibility. As such, CBC exemplifies a model of partnerships for children wherein school psychologists can be proactive in working with parents, teachers, and other professionals to promote positive outcomes. The purpose of this paper is to present preliminary data from two federally funded grants in the area of CBC. Graduate students were trained in CBC and were responsible for providing consultation services to parents and teachers of students with disabilities who were being served in the mainstream environment. Thus, the utility of CBC as a support mechanism by which school psychologists could assist teachers and parents in the education of students with disabilities in the regular classroom was addressed. Consultation clients included 22 students with disabilities such as intellectual handicaps, behavior disorders, attention deficit hyperactivity disorder, and learning disabilities. Direct observations of student (client) performance served as primary outcome measures, with effect sizes and Goal Attainment Scaling methods used to evaluate efficacy. Social validity, consumer satisfaction, and treatment and process acceptability were also assessed. Contains 19 references and 7 figures. (Author)

ED 408 516 CG 027 751

Kieffer, Kevin M. Leach, Mark M.

**The Effects of Multicultural Training Videos on Perceived Counselor Competence.**

Pub Date—23 Jan 97

Note—12p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Competence, Counseling Psychology, \*Counselor Attitudes, Counselor Characteristics, Counselor Client Relationship, Counselor Evaluation, \*Counselor Training, \*Cultural Influences, Graduate Students, Higher Education, Modeling (Psychology), Training Methods

Identifiers—\*Counselor Effectiveness, \*Multicultural Counseling, Self Talk, Vignettes

Research has shown that modeling is an effective learning technique. Since recent studies have advocated the use of culturally sensitive training videos in the training of student practitioners, counselors were shown counselor-client vignettes to determine whether or not the perceived credibility and cultural competency of the counselor was dependent on the presence of counselor-client self-talk. Graduate students (N=91), enrolled in counseling psychology programs at a major university, participated in the study. Participants were randomly assigned to watch two different vignettes depicting cross-cultural counseling in which the only difference between vignettes was that one set involved counselor and client self-talk while the other set did not. Results indicated that the counselor-client, self-talk condition was not significantly different from the no self-talk condition on two of the three instruments used to measure participant responses. However, a significant interaction effect of vignette type and participant condition was found when examining the results of one measure and may be explained by examining the type of self-talk each therapist used—one counselor engaged in more



negative self-talk than did the other. Some implications for counselor development and student training are offered. Contains 14 references. (RJM)

**ED 408 517** CG 027 752

Schuster, Joneen Reuter, Jeanette

**Feasibility of an Infant Developmental Screening Using Mothers' Reports.**

Pub Date—9 Aug 96

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Child Development, Child Health, Community Services, Counseling Techniques, \*Early Identification, \*Early Intervention, Infants, \*Mothers, Parent Child Relationship, Parent Counseling, Parent Education, \*Screening Tests

An individualized infant screening/parent education program using the Kent Infant Development (KID) Scale to identify infants at risk for developmental delay and to provide parent education and counseling about infant behavioral development is examined here. The screening was integrated into established community agencies, utilizing current agency staff. A 3-hour training module, outlining administration and interpretation procedures, was offered to 12 early intervention specialists from 10 area community agencies. The counselors recruited 46 mothers of infants to complete a KID Scale. Mothers then received feedback on the developmental status of their infants, as well as counseling on how to relate to their infants in the near future. Results indicate that 4 of the screened infants were experiencing developmental difficulties and that 36 of the mothers benefited from talking about their child's development. All mothers and agency personnel attested to their satisfaction with the screening program. Findings show that existing personnel in a variety of community agency settings can be trained to counsel mothers about their infant's development. (RJM)

**ED 408 518** CG 027 754

Seem, Susan R. And Others

**Gender-Role Stereotypes in Clinical Judgments.**

Pub Date—10 Aug 96

Note—14p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Counseling Psychology, \*Counselor Attitudes, Counselor Characteristics, Counselor Client Relationship, Counselor Evaluation, Counselor Training, Evaluative Thinking, Higher Education, \*Psychological Evaluation, \*Sex Bias, \*Sex Role, Stereotypes Identifiers—Clinical Competence

To test a previous study on therapist bias and to investigate whether gender-role stereotypes continue to influence judgments of mental health workers, 55 Master's-level counselors-in-training, from 2 different programs, were administered questionnaires. Each item in the questionnaire was rated on a seven-point scale, with one pole being typically masculine and the other pole being typically feminine. Each questionnaire was preceded by the directions, "Imagine that you are going to meet a person for the first time and the only thing you know in advance is that the person is an 'adult male,' 'adult female,' or 'adult'." Preliminary analyses of the responses suggest that gender-role stereotypes affect counselors-in-training to a lesser extent when compared to participants in a 1970 study. Nevertheless, these stereotypes are still present when judging the mental health of women, men, and adults. The results are inconclusive because of the small number of participants, particularly male participants (N=16). Additional data is being collected to follow up on the findings in both the factor analyses and the agreement scores. (RJM)

**ED 408 519** CG 027 758

Quick, Matthew And Others

**Vocational Rehabilitation within a V.A. Medical Center.**

Pub Date—Aug 96

Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adults, Career Counseling, Career Guidance, \*Disabilities, \*Holistic Approach, Program Descriptions, \*Rehabilitation, Retraining, \*Veterans, Veterans Education, Vocational Education, \*Vocational Rehabilitation, Work Experience

Identifiers—\*Veterans Administration

Many military veterans struggle with substance abuse, homelessness, physical and emotional disabilities, disappointing work histories, and low income. A vocational rehabilitation program at a Veterans' Administration medical center, designed to help veterans with some of these struggles, is described here. Personnel work within the context of each individual's circumstances to instill a sense of hope and self-efficacy by helping them create a story about the future role of work in their lives. Veterans are provided four major services: career counseling, vocational testing and assessment, referral to other appropriate agencies, and case management and follow-up. The veterans in the program are predominantly male, ranging in age from early 20s to late 50s, and most have a high school diploma or equivalent degree. Over 40% are from ethnic minorities. They present a wide range of disabilities and diagnoses. Emphasis is placed on the past and present barriers to success in order to help each veteran create the most realistic plan possible. Work and career are viewed as existing in conjunction with family, friends, living arrangements, skills, personality, disabilities, likes, and dislikes. Vocational counselors try to address each of these concerns when counseling their clients. (RJM)

**ED 408 520** CG 027 764

Antonio, Michael E. And Others

**An Assessment of HIV Issues among Inmates at a State Correctional Institution.**

Pub Date—97

Note—51p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Acquired Immune Deficiency Syndrome, Correctional Education, \*Correctional Institutions, Educational Change, \*Educational Needs, Educational Responsibility, \*Fear, Prevention, \*Prisoners, Racial Differences, Risk Identifiers—Peer Support

The rapid spread of the Acquired Immuno-Deficiency Syndrome (AIDS) throughout correctional facilities in the United States indicates that educational reforms are needed to combat this problem. But inmates' actual needs must be assessed before any program can be implemented. To assess this need, a historical overview of the problem, along with the results of a series of focus groups in which inmates responded to questions concerning their knowledge and experiences related to the Human Immuno-Deficiency Virus (HIV) and AIDS issues, are reported here. It was hypothesized that knowledge of the modes of transmission of HIV would differ among races. Furthermore, drug offenders were expected to engage in riskier behaviors than non-drug offenders. A survey of racial differences in previous studies is provided, along with a discussion of the special needs of prison populations. Existing peer education programs in prisons are also reviewed. Participants (N=51) were recruited for the focus groups. Results show that all inmates indicated that more education was needed. Inmates were particularly interested in educational programs which emphasized prevention. Inmates' responses indicate that most of them understood the basic mechanisms of HIV transmission; there was no significant difference in general HIV knowledge

among racial or nature-of-offense groups. (Contains 35 references. (RJM))

**ED 408 521** CG 027 765

Gold, Skye R. Derevenco, Maria R.

**A Psychoanalytic Exploration of HIV Status Disclosure to Children.**

Pub Date—13 Aug 96

Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Acquired Immune Deficiency Syndrome, Children, \*Childrens Rights, Confidentiality, \*Disclosure, Elementary Education, Fear, Guilt, Parent Attitudes, Parent Responsibility, Privacy, Psychological Characteristics, Psychological Patterns, Student Rights

As the AIDS epidemic grows, society is faced by a growing number of children who are born HIV infected. Unfortunately, little systematic research has been conducted which addresses the psychological and social ramifications of HIV status disclosure to children. While most parents prefer not to inform the child of the illness, most clinicians favor disclosure. Some of the issues and questions favoring disclosure are explored in this paper. Some of the questions addressed include "At what age is the child able to comprehend the facts of seropositive status?" "How will disclosure affect the child psychologically?" and "How will disclosure affect the child's life and relationships in social settings?" Research shows that parents influence the psychological implications of disclosure; some of the barriers to disclosure include guilt and shame, the fear of social consequences, and the fear of death. Likewise, children's responses to disclosure are important to understand and such information must be viewed as a process. Some of the questions confronting researchers and parents when deciding whether or not to inform a child of his or her illness include, "What are the roles of this debate?" and "Is disclosure beneficial or not?" Contains 28 references. (RJM)

**ED 408 522** CG 027 766

Scott, Carl

**Advising-Marketing Plan for Psychology Departments.**

Pub Date—12 Aug 96

Note—20p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Advising, College Students, \*Course Selection (Students), Departments, Faculty Advisers, Higher Education, Marketing, Problem Solving, \*Psychology, \*Required Courses, \*Student Needs, Undergraduate Study

Identifiers—Advisers

Faculty are pressured to provide high-quality advising for undergraduate psychology majors, but lack the time and resources. One efficient solution provides comprehensive advising information via a departmental handbook that helps students solve the problem of graduating with a degree in psychology, prepared for employment or graduate school. A review of objectives for advising undergraduate psychology majors outlines the goals of an advising program. Advising is described as support for extended problem solving of an ill-defined problem—planning an undergraduate course of study. The handbook's plan applies three findings about effective problem solving: (1) representing problems completely and abstractly through subgoal and working backwards; (2) encouraging student-initiated activity; and (3) motivating students to solve their academic career advisement problem. The plan describes each strategy and its relevance for academic advising. The handbook can meet the objectives of a high-quality advising program. Also, a well-designed handbook can serve as the

main element of a marketing plan for the psychology major. This handbook improves on other similar plans (e.g., Gielen, 1987) by: (1) presenting a clearer rationale; (2) explaining how a handbook will help students; and (3) applying cognitive psychology to the handbook's design and use. (Author)

**ED 408 523**

CG 027 767

Kopala, Mary And Others

**Dissertation Research in Counseling Psychology: Topics, Methods, and Qualitative Training.**

Pub Date—[96]

Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Counseling Psychology, \*Counselor Training, \*Doctoral Dissertations, Graduate Students, Higher Education, Professional Education, \*Qualitative Research, Research Design, \*Research Methodology, Research Tools, Social Science Research

Findings from a survey that examined the vast scope of research training in counseling psychology programs and topical areas that are addressed in dissertation research are presented in this paper. The questionnaire included both open- and closed-ended questions and were completed by 166 recent graduates of doctoral programs in counseling psychology. Results indicate that correlational, survey, and experimental methods were frequently used. The use of qualitative methods in counseling psychology training seemed to be growing in popularity, although training in qualitative methods remains uneven, with 62% of respondents reporting that qualitative methods were covered in their training program. Findings also indicate that the profession of counseling psychology is shifting away from its roots in career counseling and developmental needs of individuals and is embracing other areas. This has given rise to an increasingly diverse range of topics of research, including specific populations, psychopathology, career issues, professional issues, instrument development, outcome studies, counseling process, and ethical issues. (RJM)

**ED 408 524**

CG 027 769

Forsyth, G. Alfred And Others

**Heuristics for Improving the Interpretation of Research Reports.**

Pub Date—Aug 96

Note—29p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996). For related document, see CG 027 770.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—College Students, \*Data Interpretation, Evaluation Methods, Evaluation Needs, \*Evaluation Research, \*Evaluative Thinking, \*Heuristics, Higher Education, \*Interpretive Skills, Professional Education, Research Skills, Statistical Analysis, Thinking Skills

Identifiers—\*Vignettes

Many students view statistics as their worst college course. Four heuristics that can improve students' proficiency in statistics and in interpreting reports of research are presented in this paper. The heuristics guide students' judgments about significance, generalizability, cause-and-effect, and strength of independent-dependent variable relationships. Previous studies of students' abilities to interpret research indicated that few of them understood random sampling and random assignment research methodologies as determinants of generalizability and cause-and-effect conclusions. It is supposed that students may fail to interpret research correctly because of the exclusive attention given to factual knowledge and statistical procedures rather than to interpretation abilities. It is recommended that a large set of vignettes (research-report summaries) can provide the critical methods needed for

assessing student interpretations. One way to improve students' interpretation-of-research abilities is to develop a taxonomy that guides students in their judgments. A set of taxonomies is provided that can further aid students in answering questions about vignettes. A sample interpretation-of-research vignette is presented in which seven questions are posed to students when interpreting any research report. The students' answers to the questions can identify specific interpretation problems. (RJM)

**ED 408 525**

CG 027 770

Forsyth, G. Alfred And Others

**Developing and Assessing Students' Abilities To Interpret Research.**

Pub Date—Aug 95

Note—29p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August, 1995). For related document, see CG 027 769.

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Data Interpretation, Evaluation Methods, Evaluation Research, \*Evaluative Thinking, Higher Education, \*Interpretive Skills, Professional Education, Research Skills, Statistical Analysis, \*Student Evaluation, Thinking Skills

Identifiers—\*Vignettes

A recent conference on statistics education recommended that more emphasis be placed on the interpretation of research (IOR). Ways for developing and assessing IOR and providing a systematic framework for creating and selecting instructional materials for the independent assessment of specific IOR concepts are the focus of this paper. The recommended assessment procedure to evaluate IOR abilities consists both of vignettes (research-report summaries) and questions designed to assess the students' interpretations of those vignettes. Vignettes could be selected to systematically vary on different features, such as random sampling as opposed to using an available group of subjects. A systematic framework is introduced here, consisting of 4 features, that can be used to write sets of vignettes for each cell of a 16-cell taxonomy. The features are: (1) random assignment versus classificatory independent variable; (2) a dependent variable that is either life-experience meaningful or not; (3) results that are counter to popular beliefs or for which there is no clear expectation of outcome; and (4) the independent variable having levels that are quantitatively different versus the independent variable not having an underlying continuum. A booklet containing a sample vignette for each cell of the taxonomy is appended. (RJM)

**ED 408 526**

CG 027 773

Gilbert, Helga Burke

**Career Thoughts Inventory: A Review and Critique.**

Pub Date—23 Jan 97

Note—10p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).

Pub Type—Book/Product Reviews (072) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adolescents, Career Counseling, \*Career Development, Career Planning, College Students, \*Construct Validity, High School Students, High Schools, Higher Education, Secondary Education, \*Test Validity, \*Vocational Interests

Identifiers—Career Values

Numerous career interest measures are available. Information on one such career inventory, the Career Thoughts Inventory (CTI) is presented here. The instrument is a self-administered assessment and intervention tool designed to provide a measure of dysfunctional thinking in career problem solving and decision making. The inventory is intended for use by high school and college students who are choosing a field of study, an occupation, or employment; it can also be used by working adults who are considering a career change or reentering the labor

market. The CTI was standardized on a sample of 571 adults, 595 college students, and 396 high school students. The test yields information on three construct scores: decision making confusion, commitment anxiety, and external conflict. It consists of 48 negative statements and takes between 7 and 15 minutes to fill out. Scoring can be carried out in 5 minutes or less. The test booklet is a combination of the inventory, the answer form, and the profile form. Scoring is simple, but it is recommended that confirmation of test results in a clinical interview be made. An accompanying workbook offers exercises, checklists, and diagrams to assist the test taker in interpreting scores. Appropriate procedures were used to establish validity in terms of content, construct, and concurrent aspects of the instrument. (RJM)

**ED 408 527**

CG 027 777

Ellickson, Phyllis L. And Others

**Teenagers and Alcohol Misuse in the United States: By Any Definition, It's a Big Problem. Health Sciences Program Reprint Series 96-55D.**

Rand Corp., Santa Monica, Calif.

Report No.—RAND/RP-600

Pub Date—96

Note—29p.

Journal Cit—Addiction; v91 n10 p1489-1503 1996

Pub Type—Journal Articles (080) — Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adolescents, \*Alcohol Abuse, Dropouts, \*High School Seniors, High School Students, High Schools, \*Longitudinal Studies, Sex Differences, \*Student Behavior, \*Student Problems, Youth Problems

Identifiers—California, \*Drug and Alcohol Survey, Oregon

Despite the fact that more adolescents use alcohol than any other drug, studies of teenage alcohol misuse are relatively rare. This gap is addressed in this research report which examines the prevalence and demographic predictors of teenage alcohol misuse in a diverse sample of 4,390 high school seniors and dropouts. It focuses on three different dimensions of misuse: high-risk drinking, alcohol-related problems, and high consumption, and provides prevalence estimates by gender and race/ethnicity that are weighted to represent the original seventh-grade cohort of 30 California and Oregon schools. Research findings indicate that by grade 12, nearly 70% of the teenagers exhibited some form of alcohol misuse within the past year. Two-thirds engaged in high-risk drinking and over half have experienced one or more alcohol-related problems. More stringent estimates that require variety or persistence of risky drinking and/or alcohol-related problems still capture between 40% and 54% of this population, but this approach fails to identify as many as half of these at-risk misusers. Males and females both exhibit high rates of alcohol misuse, as do most racial ethnic groups. However, African Americans and Asians are less likely to misuse alcohol than Whites and Hispanics. The results underscore the need for including different forms of alcohol misuse in prevention programs. (RJM)

**ED 408 528**

CG 027 784

Sandhu, Daya Singh Aspy, Cheryl Blalock

**Counseling for Prejudice Prevention and Reduction.**

American Counseling Association, Alexandria, VA.

Report No.—ISBN-1-55620-164-8

Pub Date—97

Note—382p.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304 (Order No. 72634).

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Behavioral Objectives, Blacks, Case Studies, \*Cognitive Restructuring, Counseling Techniques, Existentialism, Higher Education,

\*Homophobia, Prevention, \*Racial Bias, \*Sex Bias

Identifiers—Adlerian Psychology, Multidimensional Models

Prejudice has been defined as thinking ill of others without sufficient warrant. Ways in which counselors can reduce prejudice in their clients, and methods for addressing client problems that are related to prejudice are the focus of this book. The text draws on an extensive body of literature examining rehabilitation efforts that ease the effects of prejudice in an effort to fill the need for focused treatment on the reduction of prejudice. Due to the many counseling points of view from which to perceive prejudice, the topic is explored from nine counseling orientations which seem representative of research efforts: (1) Adlerian; (2) psychoanalytic; (3) existential; (4) gestalt; (5) human resource development; (6) invitational; (7) person centered; (8) behavioral; and (9) trait and factor. Each discussion presents the definition, assumptions, assessment procedures, goals, and therapy procedures for counseling. Additionally, each chapter which deals with a specific orientation closes with a case study that illustrates how a counselor using that approach might work with a client presenting prejudice-related problems. Examples of representative therapeutic dialogues for each model are also provided. Practical approaches are emphasized, and include the presentation of a new model of prejudice prevention and reduction, case illustrations, and 15 instruments for measuring various forms of prejudice. Contains approximately 540 references, a glossary, an annotated bibliography, and an index. (RJM)

**ED 408 529** CG 27 785

*Sommers-Flanagan, John Sommers-Flanagan, Rita Tough Kids, Cool Counseling: User-Friendly Approaches with Challenging Youth.*

American Counseling Association, Alexandria, VA.

Report No.—ISBN-1-55620-172-9

Pub Date—97

Note—288p.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304 (Order No. 72642).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adolescents, \*Aggression, Attention Deficit Disorders, Change Strategies, Children, Counseling Psychology, \*Counseling Techniques, \*Counselor Client Relationship, Elementary Secondary Education, Hypnosis, Objectives, Parent Education, Story Telling, \*Youth Problems

Identifiers—Hypnotherapy, Medication

All too frequently, young people resist counseling efforts. Some ways to foster a positive therapeutic relationship with young, resistant clients are described in this book. The text promotes a relationship-oriented approach, exploring ways in which counselors can capture the interest, attention, and motivation of these clients. The volume is divided into three parts. Part 1, "User-Friendly Foundations," presents strategies to understand and emotionally connect with young clients. Counseling with young people is seen as analogous to cross-cultural counseling and so physical, social, and psychological aspects of childhood are considered. Part 2, "User-Friendly Strategies," offers a number of techniques that can be used in a variety of counseling situations. Tips are given on how to quickly modify client emotional states, and methods are offered in which user-friendly treatment techniques can be used to change maladaptive cognitions, behaviors, and interpersonal relationships. Strategies such as indirect and directive storytelling and approaches to parent education and training are also described. Part 3, "Special Topics in Treating Young Clients," examines such issues as suicide assessment and management, offers tips on when to refer clients for medication evaluations, and explores issues related to therapy termination. Contains an index and approximately 300 references. (RJM)

**ED 408 530** CG 27 786

*Osborne, W. Larry And Others*

*Career Development, Assessment and Counseling: Applications of the Donald E. Super C-DAC Approach.*

American Counseling Association, Alexandria, VA.

Report No.—ISBN-1-55620-162-1

Pub Date—97

Note—184p.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304 (Order No. 72633).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adolescents, Blacks, \*Career Counseling, \*Career Development, \*Career Guidance, Case Studies, Children, College Students, \*Decision Making, High Schools, Higher Education, \*Values Clarification

Identifiers—Adult Career Concerns Inventory,

\*Career Assessment Instruments, Career Decisions, Career Development Inventory, Career Information, Salience Inventory, Strong Interest Inventory, Super (Donald E), Values Scale

Career counseling is central to the counseling profession. The Career Development, Assessment, and Counseling (C-DAC) approach to career counseling, which facilitates the career development of people throughout their lives, has received wide attention; an analysis of the theory and research from which this model was derived are examined here. The book discusses the test instruments that make up C-DAC's assessment battery and presents specific recommendations for applying the C-DAC approach to high school, university, and community agency clientele. Chapter 1 provides the history of the C-DAC approach and explains its goals and implementation measures. Chapter 2 offers a detailed analysis of the instruments used in C-DAC, with special emphasis on adult career concerns, the career development inventory, and other measures. Chapter 3 emphasizes developmental career counseling with adolescents, and includes a careful analysis of theoretical considerations. The career development stage of college students is examined in chapter 4, along with C-DAC applications for this population. Chapter 5 discusses the theory and career development of adults and ways in which C-DAC can help adults. Numerous case studies with culturally diverse clients from different age groups and settings are used to illustrate the C-DAC approach. Contains name and subject indexes and approximately 155 references. (RJM)

**ED 408 531** CG 27 787

*Herlihy, Barbara Corry, Gerald*

*Boundary Issues in Counseling: Multiple Roles and Responsibilities.*

American Counseling Association, Alexandria, VA.

Report No.—ISBN-1-55620-167-2

Pub Date—97

Note—196p.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304 (Order No. 72637).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Behavior, Codes of Ethics, Conflict of Interest, Consultants, \*Counseling, Counseling Psychology, Counselor Educators, \*Counselor Role, Counselor Training, \*Ethics, Family Counseling, Group Counseling, \*Interpersonal Relationship, Responsibility

Identifiers—\*Boundaries, Client Attitudes, Counselor Supervisors, Dual Relationships (Counseling), Professional Behavior, \*Professional Ethics, Sexual Relationships

Dual or multiple relationships may be one of the most controversial of all issues in counseling. The nature of these kinds of relationships, the current thinking on the topic, and the diversity of opinions and perspectives touching this issue are explored in this book. The introduction provides an overview of

dual relationships, followed by chapter-length discussions of such topics as boundary issues, sexual dual relationships, and the client's perspective. The next three chapters examine issues in the preparation and supervision of counselor trainees, and include discussions of issues in counselor education, in supervision and consultation, and in the training of group counselors. Chapters 7 through 10 focus on how dual relationships affect practitioners in various settings and aspects of their work, including issues that confront counselors in the community as they work with a diverse client population. Also of concern are the unique boundary issues that arise in specialty areas of practice, such as private practice, group and family counseling, substance abuse counseling, working with clients who are living with HIV, rehabilitation counseling, forensic work, school counseling, and higher education. The final chapter identifies key themes, offers discussion questions, and provides a decision-making model. Contains an index and approximately 170 references. (RJM)

**ED 408 532** CG 27 788

*Sexton, Thomas L. And Others*

*Integrating Outcome Research into Counseling Practice and Training.*

American Counseling Association, Alexandria, VA.

Report No.—ISBN-1-55620-171-0

Pub Date—97

Note—204p.

Available from—American Counseling Association, 5999 Stevenson Ave., Alexandria, VA 22304 (Order No. 72641).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adolescents, Career Counseling, Children, \*Counseling Effectiveness, \*Counseling Psychology, \*Counseling Techniques, Counselor Client Relationship, Elementary Secondary Education, Intervention, Meta Analysis, \*Outcomes of Treatment, Research Needs, \*School Counseling

Identifiers—Client Satisfaction, Outcome Based Performance Measures

The systematic study of counseling occupies a curious position; although a large quantity of research-based knowledge exists, practitioners continue to perceive research as irrelevant. Ways that research and practice can be systematically linked are explored in this book. The goal of the text is to present information on counseling as a process, irrespective of its theoretical and professional alliances. The volume is divided into three parts. Part 1 forms the foundation of the book and presents an analysis of the major criticisms of outcome research, along with a brief overview of the unique nature of counseling outcome research. The four chapters in Part 2 focus on the application of current research-based knowledge to the practice of counseling. Conclusions and recommendations are offered that are deemed representative of stable trends in the body of outcome research, with an emphasis on behavior change across settings and focal areas. Part 3 addresses the integration of research into practice. Practical techniques that practitioners and researchers can use are explored and a pragmatic model of the systematic relationship between counseling research and practice is presented. A model of action to help make research a regular part of daily counseling practice is also provided. Contains an index and approximately 550 references. (RJM)

**ED 408 533** CG 27 790

*Antonio, Michael E. And Others*

*HIV Prevention Readiness in Undergraduates and Inmates.*

Pub Date—97

Note—20p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Acquired Immune Deficiency Syndrome, \*Correctional Institutions, Disease Control, \*Educational Needs, \*Health Education,



Higher Education, Peer Teaching, Prevention, \*Prisoners, \*Undergraduate Students  
Identifiers—\*Preventive Education

Prevention of Human Immunodeficiency Virus (HIV) transmission is increasingly an international priority. Education of high-risk populations, such as incarcerated individuals, is particularly important in thwarting the spread of HIV. To address this concern, the attitudes, beliefs, and knowledge of inmates concerning HIV and AIDS related issues are examined here. An HIV prevention readiness scale, adapted for this study, was administered to 104 undergraduates from a local college and to 33 inmates at a state correctional facility both located in the northeastern United States. Responses to the survey revealed significant differences between these two groups. A majority of inmates' surveys indicated some ignorance regarding the modes of HIV transmission, although these responses may reflect prisoners' fear and hypersensitivity to the disease. Close living conditions and secretive homosexual activity may increase these fears. The undergraduate sample reported less concern over HIV and were less interested in obtaining further knowledge about HIV, when compared to the prison subjects. This difference may be due to the gap in the socioeconomic status between the two groups and to the lesser likelihood that students knew someone who was HIV positive. Inmates were less afraid to disclose seropositive status than were students, and prisoners reported less likelihood of treating labeled individuals differently. Results indicate that up-to-date HIV education programs are essential for inmates. (RJM)

ED 408 534 CG 027 794

Ward, Lee Warner, Mark  
Creating Environments for Change: Strategies for Transcending Fear.

Pub Date—8 Mar 96  
Note—27p.; Paper presented at the Annual Meeting of the American College Personnel Association (Baltimore, MD, March 6-10, 1996).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.  
Descriptors—Change Agents, \*Change Strategies, Educational Change, \*Employee Attitudes, \*Employer Attitudes, Employer Employee Relationship, \*Fear, Higher Education, Student Personnel Services, \*Student Personnel Workers, \*Work Environment

Change is the new status quo in higher education and nowhere is the pressure of change stronger than in student affairs. Some of the innovations and trends confronting student affairs professionals are explored in this paper. Cognitive and affective aspects accompany change, and it is stressed that organizational changes must occur in a safe environment, where no one worries about personal harm. Nine key factors for creating a safe environment for stimulating change in student affairs are presented: (1) the environment must possess an ethos in which the student affairs practitioner is valued, trusted, and empowered; (2) the change-oriented environment must have systematic outcomes assessment data for the purpose of improving; (3) permission must be given for innovation; (4) artificial barriers between people and organizations, which inhibit collaborations, must be dismantled; (5) clear and oft-stated expectations for individuals should be embraced; (6) governance should be characterized by partnerships and not by patriarchy; (7) change comes about from individuals willing and able to shape the future; (8) change typically occurs in organizations which adjust quickly and recover easily from turbulence, upheaval, and other forces; and (9) change behaviors are characterized by continuous communication and negotiation of meaning. (RJM)

ED 408 535 CG 027 798

Bernet, Michael  
Emotional Intelligence: Components and Correlates.

Pub Date—Aug 96  
Note—14p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August

9-13, 1996).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, \*Emotional Development, Emotional Experience, Emotional Problems, \*Emotional Response, \*Intelligence, Intelligence Differences, \*Mental Health, Personality Development, Psychotherapy, \*Sex Differences

Identifiers—\*Emotional Intelligence

There is no accepted definition and no adequate measure for the concept of Emotional Intelligence (EI). Some of the myriad issues surrounding EI are discussed here. One problem in the consideration of EI is the confusion between the terms "feelings" and "emotions." Differences between the two are examined and a working definition of feelings is offered. To further refine the concept of EI, the Style in the Perception of Affect Scale was developed to measure skills in the integrated, rapid, and effortless awareness of changes in body feelings that constitute the prompts for emotions. Accurate and rapid awareness of the feelings, it is suggested, allows for accurate and rapid emotional and behavioral responses. Without this skill, responses tend to be delayed and inappropriate. Analysis shows that this style of perceiving feelings correlates highly with mental health, contentment, creativity, and personal warmth. It is theorized that this style, by utilizing the subject's feeling awareness of the subtleties in the communications and responses of other persons, is the foundation also for empathy and social intelligence, which are qualities often grouped with EI. It is further suggested that this skill in rapid attention to changing bodily feelings may promote self-healing. (RJM)

ED 408 536 CG 027 805

Gassin, Elizabeth A.  
Receiving Forgiveness as an Exercise in Moral Education.

Pub Date—Mar 97

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—College Students, Counseling Psychology, Emotional Response, Higher Education, \*Interpersonal Relationship, \*Moral Values, \*Psychological Needs, \*Self Esteem, \*Sex Differences

Identifiers—\*Forgiveness, \*Moral Behavior, Moral Orientation

Research on interpersonal forgiveness has blossomed in counseling and moral education. The impact of receiving interpersonal forgiveness from another—the foreswearing of revenge and resentment toward a person who has hurt us—is examined here. Most theory and research in developmental, counseling, and educational psychology suggest that the experience of receiving forgiveness should have positive benefits, while research in the related area of social psychology tempers such optimism. To test the effects of forgiveness, 205 college students from a small, church-affiliated four-year liberal arts college completed instruments that measured forgiveness, self-esteem, social desirability, and religious style. Results indicate that correlations between forgiveness outcomes and demographic variables were weak. The most interesting correlation between forgiveness outcomes and relationship variables involved the perceived quality of forgiveness offered, the nature of the relationship before the offense, and the degree of pain caused, suggesting that offering forgiveness in a manner that is loving and uncoercive is important if one wants to induce positive change in the offender and the relationship. Interpersonal mercy appears to be multi-dimensional; gender differences on the impact of receiving forgiveness are discussed. (RJM)

ED 408 537 CG 027 806

Taylor, Ella L. Rosselli, Hilda  
The Effect of a Single Gender Leadership Program on Young Women.

Pub Date—Mar 97

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Adolescents, \*Females, Intervention, \*Leadership Training, Program Descriptions, Program Effectiveness, Secondary Education, \*Self Esteem, Student Attitudes, \*Youth Leaders

Identifiers—Gender Training

Leadership education has shown the effectiveness of identifying and developing leadership skills in adolescents. This is especially important for adolescent girls, who often attribute success to external forces rather than themselves. To meet this need, an overview of the design, goals, activities and impact of a university-sponsored, two-week residential leadership program for young women is examined here. The program is designed to expose young women to the historical, sociological, and political impact of women leaders so as to help participants develop self-confidence and ownership of leadership skills and talents, and to help them persevere in carrying out tasks requiring leadership skills. After describing the challenges faced by young women, a detailed description of the program is offered. Program evaluation was measured with an attitude questionnaire administered on the first day of the program, followed by another questionnaire administered four months after program completion. Women from around the state (N=52) participated in the program. Survey results were grouped under three headings: increased awareness of the need for women in leadership positions, encouragement of the girls to seek opportunities for leadership positions, and improved self-confidence. Analysis of the responses indicated that all three areas were positively affected. (RJM)

ED 408 538 CG 027 807

Biddington, Carol M.  
Safer Sex Workshops for Enhancing Self-Esteem.

Pub Date—Mar 97

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Acquired Immune Deficiency Syndrome, \*College Students, Higher Education, Prevention, Self Concept, \*Self Esteem, \*Sexuality, Skill Development, Student Welfare, \*Workshops

Identifiers—Preventive Education, \*Safe Sex Practices, Sexual Attitudes, Sexual Relationships, Sexually Transmitted Diseases

Although the mechanisms of transmission of the Human Immunodeficiency Virus (HIV) are well known, the elimination of HIV infections remains a major social problem. While traditional education techniques have been effective in increasing knowledge levels, they have not been adequate in changing sexual behavior. Since students' self-esteem plays a major role in determining behavior, the effects of skill-building activities on the self-esteem of students who participated in safer-sex workshops is investigated here. Students (N=145) at California University of Pennsylvania were administered a self-esteem survey one week before and one week after the safer-sex workshop. In the workshop, students participated in a variety of activities, such as role playing, which were aimed at raising participants' self-esteem. Survey data indicated that the skill-building activities used in the study produced a reliable increase in the self-esteem of the students. Females scored higher on the posttest than the pretest and males scored higher than females on both tests. Even though the workshop proved to be a comprehensive intervention, there is a concern for the long-term effect of the workshop on the students' self-esteem. Changes in self-esteem should be tracked, and it is recommended that those students involved in the study should be surveyed at a



later date to determine the retention of increased self-esteem. Five appendices present the workshop activities. (RJM)

**ED 408 539** CG 027 811

Hopper, James A.

**The Effects of Divorce on Children: A Review of the Literature.**

Pub Date—[97]

Note—18p.

Pub Type—Information Analyses (070)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Adolescents, Behavior Problems, Child Welfare, \*Children, \*Divorce, Elementary Secondary Education, \*Literature Reviews, \*Parent Child Relationship, Parent Influence, Sex Differences, \*Stress Variables

Divorce is a major life stressor and is a lengthy process which often results in long-term emotional and psychological damage to children. The effects of divorce on children are explored in this review of the literature. Some studies indicate that the preschool aged population is the most vulnerable to divorce, whereas others insist that no age differences exist. Children of divorce were found to exhibit both internalizing problems, such as emotional difficulties like sadness, fear, and grief, and externalizing problems, such as aggression, lower educational achievement, and increased absenteeism. Divorce was also found to have gender-specific impacts. For boys, aggression was more common, and for girls, increased depression was more often reported. Additionally, divorce was found to have a profound impact on the parent-child relationship, possibly due to the lack of social support among family members. The impact of divorce for two-thirds of children was limited to two years, but numerous studies found a host of long-term effects, such as lesser educational attainment. The most crucial factor relating to the negative consequences of divorce is parental discord; family conflict was the most significant mediating variable in the effects of divorce on children. (RJM)

**ED 408 540** CG 027 812

Krasnow, Maris H.

**Learning To Listen, Talk and Trust: Constructing Collaborations.**

Pub Date—Mar 97

Note—48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Cooperation, \*Cooperative Planning, Early Childhood Education, \*Friendship, \*Interpersonal Relationship, Kindergarten, Listening Skills, \*Peer Relationship, \*Prosocial Behavior, Social Behavior, \*Trust (Psychology) Identifiers—Professional Communication, Project Head Start

Forming friendships is an ongoing, ever-growing, complex experience. Strategies for building relationships with others are the focus of this paper. The experience of three diverse groups of professionals are followed as they work to develop positive and respectful relationships in the name of collaboration and as they try to understand each other's points of view. Although not directly about friendship, this professional collaboration represents a major commitment in time and energy. The project partners—teachers and administrators from a Head Start center and public school, and a research team from a private university—came together to develop and initiate a transition program from Head Start to kindergarten. A case study approach is used to describe the developing collaboration. The study identifies working strategies that supported progress, as well as the barriers and obstacles that impeded progress. It also analyzes the evolution of the group's fragile cohesiveness and illustrates how the juxtaposition of conflicting paradigms and the discovery of individuals' personal and professional needs, goals, and struggles contributed to the uneven and unsteady development of cooperation among the organizations. The findings are then related to the research literature and the lessons

learned concerning the building and maintaining of successful educational collaborations. (RJM)

**ED 408 541** CG 027 815

Jenkin, Jean

**Resolving Violence: An Anti-Violence Curriculum for Secondary Students.**

Australian Council for Educational Research, Melbourne.

Report No.—ISBN-0-86431-180-X; ISBN-0-86431-181-8

Pub Date—96

Note—81p.

Available from—The Australian Council for Educational Research Ltd., 19 Prospect Hill Road, Camberwell, Melbourne, Victoria, 3124, Australia.

Pub Type—Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—Adolescents, \*Conflict Resolution, \*Curriculum Development, Foreign Countries, Program Descriptions, Pupil Personnel Services, School Security, Secondary Education, \*Secondary School Students, Student Needs, \*Violence

Identifiers—Australia

Recent statistics show that young people, ages 10-19 years old, are at greatest risk of violent death in modern society. Teachers and education policy-makers know that by working with students, a change in attitude can be brought about. A curriculum designed to achieve this change is presented here. The curriculum comprises a book and worksheets that provide information about violence in modern society. As an anti-violence curriculum, it gives young people an opportunity to discuss and reject commonly held beliefs and attitudes about the role of violence in society: rejecting violence as an option and discriminating between violence in the real world from the violence of fantasy. It also provides a curriculum to encourage students to adopt appropriate nonviolent responses to conflict and everyday interactions. The text opens with an attitudes towards violence survey in which participants' views on violence can be assessed. Ten modules offer exercises and strategies for exploring such issues as perceptions, statistics, predicting violence, violence and gender, origins of violence, preventing violence, responding to violence, violence in relationships, and effective communication. Presenter notes, which offer guidance on facilitating the lessons, appear at the end of each module. Includes 20 worksheets and examples for 16 overhead transparencies. (RJM)

**ED 408 542** CG 027 816

Fiester, Leila Nathanson, Sara

**Healing Fractured Lives: How Three School-Based Projects Approach Violence Prevention and Mental Health Care.**

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Primary Health Care.

Pub Date—96

Note—78p.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—Adolescents, Case Studies, \*Mental Health, \*Prevention, Program Descriptions, Pupil Personnel Services, \*School Community Programs, School Community Relationship, School Security, Secondary Education, Secondary School Students, Student Needs, Victims of Crime, \*Violence

Identifiers—School Based Services

Many health and education practitioners agree that school-based violence prevention services can counteract the negative effects of violence by offering children access to mental health care. The lessons learned at three sites that implemented such programs in various schools are reported here. Although the sample of sites was small and diverse, certain tentative findings, which influence planning, designing, implementing, and sustaining school-based violence prevention programs, are offered. The sites included: (1) E. A. Hawse Center in rural Baker, West Virginia; (2) Baltimore Medical Systems, Inc., in Baltimore, Maryland; and (3) Northeast Valley Health Corporation in San

Fernando, California. The report and attached case studies present insights based on each site's understanding of the issues, strategies, obstacles, and solutions involved in providing school-based mental health/violence prevention services. This is not an evaluation of the projects, but is a compilation of lessons learned. In section 1, key features of school-based mental health/violence prevention projects are discussed. Some of these features include the role of community and school context, activities and services that support violence prevention and mental health, and securing adequate space and an appropriate location for services. Section 2 concentrates on program administration with an emphasis on key roles, responsibilities, and relationships. Some of the findings discussed here concentrate on management and organization structure, staff background, mental health care, and coordinating school and mental health practices. Financing, assessment, and accountability are addressed in the next section with emphasis on funding, self assessment, and evidence of success. The last section offers recommendations from the field. Three case studies are included. (RJM)

**ED 408 543** CG 027 817

Veitch, Jennifer A. Newsham, Guy R.

**Determinants of Lighting Quality II: Research and Recommendations.**

National Research Council of Canada, Ottawa (Ontario).

Pub Date—12 Aug 96

Contract—9433-U-1059

Note—58p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Adolescents, Children, \*Classroom Environment, College Students, \*Educational Environment, Elementary Secondary Education, Foreign Countries, Higher Education, Human Factors Engineering, \*Lighting, Lighting Design, Literature Reviews, \*Luminescence, Student Needs, \*Visual Environment

Identifiers—Canada

The quality of indoor lighting can influence task performance, social interaction and communication, health and safety, visual comfort, student behavior, and aesthetic judgments. These by-products of lighting are examined in this literature review in an effort to define the conditions that are associated with good lighting quality. Lighting quality has been debated among lighting professionals for two decades but with little advancement due to a lack of reliable empirical evidence. Since economic considerations have driven much lighting research, most investigations have focused on lighting for offices. This literature review focuses on office lighting applications, although lighting in other settings, such as schools, is also considered. The review begins with research on the luminous environment, including its influence on social interaction and communication (i.e., findings reveal that higher luminance induced female students to communicate more). Other studies found that both male and female university students rated higher illuminance more favorably than low illuminance, yet such illuminance had no effect on self-reported stress, well-being, or fatigue. Other areas investigated include daylight, luminance distribution and illuminance uniformity across rooms, preference judgments, discomfort, and visual display terminals. Contains approximately 175 references. (RJM)

**ED 408 544** CG 027 819

Boorstein, Gail

**A Study of Advisory.**

Pub Date—97

Note—133p.; Master's Thesis, Bank Street College of Education.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC06 Plus Postage.**

Descriptors—Adolescents, Classroom Techniques, Faculty Advisers, Literature Reviews,

Middle Schools, \*Pupil Personnel Services, Pupil Personnel Workers, Secondary Education, Secondary School Students, Student Needs, \*Teacher Attitudes, Teacher Education, Teaching Experience, Training  
Identifiers—\*Adviser Effectiveness, Adviser Role, \*Advisers, Advisory Approach, Middle School Students

The inclusion of advisory in the programs of middle and high school students can be a constructive innovation. Nonetheless, the underlying premise of advisory—that schools have a responsibility to meet important non-academic needs—does contain some ambiguity. The use of classroom time devoted to advisory for adolescents is investigated in this paper. The study was prompted by recurring observations that classroom advisory time was not well used. Using a series of observations and interviews, conditions in the classroom and the school which influenced outcomes, such as dropping out of high school or repeating a grade, were studied. A review of the literature was also conducted. Results indicate that outcomes seemed most influenced by the personality, views, and attitudes of the teacher or worker who conducted advisories. Some advisors possessed considerable experience and training, whereas others had little. The need for schools to provide both training and ongoing support if they desired a successful teacher advisor program was also apparent. Training emerged as they key ingredient of school support; certain structural factors, such as the way in which advisors conduct advisory sessions, emerged as important in outcomes. (RJM)

ED 408 545 CG 027 821

**Drug Control: Observations on Elements of the Federal Drug Control Strategy. Report to Congressional Requesters.**

General Accounting Office, Washington, DC. General Government Div.

Report No.—GAO/GGD-97-42

Pub Date—Mar 97

Note—70p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy free, additional copies \$2 each, orders for 100 or more copies mailed to single address 25% discount).

Pub Type—Information Analyses (070)

**EDRS Price—MF01/PC03 Plus Postage.**

Descriptors—Cocaine, Crime Prevention, \*Drug Legislation, \*Federal Programs, Government Role, \*Illegal Drug Use, \*Intervention, Legislation, Program Effectiveness, Public Policy, \*Substance Abuse

Identifiers—Coast Guard, \*Drug Policy, Drug Trafficking

Although the United States government invests vast sums of money in the war on drugs, the availability of drugs and the number of persons using illegal drugs are still serious problems. Information that Congress can use in improving drug control strategies is provided here. Some of the report's highlights include current research on promising approaches in drug abuse prevention targeted at school-age youth, including overviews of two types of drug prevention programs. Also of concern are drug treatment strategies for cocaine addiction; three approaches to treatment are discussed here. A summary of the effectiveness of international efforts to reduce illegal drug availability is provided, with special emphasis on the reasons behind the ready availability of drugs in the United States. Efforts made by the U.S. Coast Guard and its performance measures for anti-drug activities are also outlined, as is a summary of recent research on federal drug prevention- and treatment-related efforts. Three appendices offer detailed information on the extent of the drug-use problem, drug abuse and prevention treatment, including the nature and objectives of the programs and an analysis of the Coast Guard's interdiction efforts. (RJM)

ED 408 546 CG 027 828

Fontes, Lisa Aronson, Ed.

**Sexual Abuse in Nine North American Cultures: Treatment and Prevention.**

Report No.—ISBN-0-8039-5435-2

Pub Date—95

Note—303p.; Foreword by Eliana Gil.

Available from—Sage Publications Inc., 2455 Teller Rd., Thousand Oaks, CA 91320 (cloth: ISBN-0-8039-5434-4, \$52; paperback: ISBN-0-8039-5935-2; \$24). 91320 (\$22.95).

Pub Type—Books (010) — Information Analyses (070)

**Document Not Available from EDRS.**

Descriptors—Asian Americans, Blacks, \*Child Abuse, \*Counseling Techniques, Cultural Awareness, \*Cultural Differences, Homosexuality, Incest, Jews, Pacific Islanders, Puerto Ricans, \*Sexual Abuse, \*Sexuality, Whites  
Identifiers—Cambodian Culture, Cultural Sensitivity, Filipinos, North America, Seventh Day Adventist Church

Due to cultural and linguistic misunderstandings, racism, and even homophobia, sexual abuse is frequently mishandled by professionals working with minority populations. Research and multiculturalism have led to advances in understanding sexual abuse in its various contexts. The complicated issues which surround such abuse, in nine different cultural settings, are explored in this book. The core of the text is a collection of nine original chapters by authors representing a variety of cultural groups, who are experts in treating sexual abuse among members of their group. Included in this cultural mix are African Americans, Puerto Ricans, Asians, Pacific Islanders, Filipino Americans, Cambodians, Jews, Anglo Americans, Seventh Day Adventists, gay males, and lesbians. Each culture-specific chapter presents the strengths and challenges of its cultural group in a solution-oriented approach, with the goal of providing a context for understanding the prevention, occurrence, detection, and recovery from sexual abuse. After discussing cultural norms, each chapter explores oppression issues that emerge in encounters with the social service system and how professionals can help families work to counteract this oppression. The book closes with an overview of the general promises and pitfalls of attending to culture when providing services for sexual abuse. Contains an index and approximately 330 references. (RJM)

ED 408 547 CG 027 832

Snyder, Jon D. Spindel, Ann

**Stacking the Odds: A National Directory of Exemplary Programs.**

Indiana Youth Inst., Indianapolis.

Pub Date—97

Note—203p.

Pub Type—Reference Materials - Directories/Catalogs (132)

**EDRS Price—MF01/PC09 Plus Postage.**

Descriptors—Adolescents, Career Counseling, \*Directories, \*Long Range Planning, Post High School Guidance, Program Descriptions, Program Development, Program Guides, \*Pupil Personnel Services, School Counseling, School Counselors, Secondary Education, Secondary School Students, Student Needs

A recent study found that many students have dreams for the future, but many of them are on paths that do not lead to that future. Many institutions are already taking steps to close the gap between aspirations and reality, and some of the programs that are working to stack the odds in children's favor are profiled in this directory. Educational research indicates that visits to successful programs motivates visitors by allowing them to see how the process works and by showing them the power of possibility. This directory is intended as a resource that individuals or institutions can refer to when looking for ways to help students and to locate financial aid, counseling programs, and other information. The program descriptions are designed to provide sufficient information to pique interest and to encourage a site visit. The directory helps identify programs that may support readers' needs. It is organized around the focus of project activities. Exemplary sites fall into four domains: (1) Pathways in schools; (2) Pathways into Postsecondary Institutions; (3) Pathways into work; and (4) Pathways to families and communities. Sites are also grouped into geographical clusters. Further information on

mini-grants, such as the school counselor project, is also provided. Appended is a partial list of organizations listed by state who supported this work and continue to engage in efforts to promote programs that enhance education and career options for young people. (RJM)

ED 408 548 CG 027 833

Anderson, Sharon K.

**Nonromantic/Nonsexual Relationships with Former Clients: Implications for Psychologists' Training.**

Pub Date—13 Aug 96

Note—27p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996). Portions of the presentation have been taken from a manuscript written by Anderson and Mitchener (1996).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—Behavior, \*Codes of Ethics, \*Counselor Client Relationship, Counselor Training, Counselors, Ethical Instruction, \*Ethics, \*Interpersonal Relationship, \*Psychologists, Training Objectives

Identifiers—Ethical Communication, \*Professional Behavior, \*Professional Concerns

The ethical principles and code of conduct of the American Psychological Association are clear: psychologists are to avoid sexual relationships with former clients. But guidelines offer scant guidance on nonromantic and nonsexual relationships with former clients; the ethical risks of such relationships are explored in this paper. The information is presented in three parts. An overview of research findings that describe the types of nonromantic/nonsexual relationships that occur between psychologists and former clients, psychologists' perspectives of the ethical nature of these relationships, and their justifications for their perspective are covered first. Next, a conceptual framework that will help psychologists and psychologists-in-training assess the ethical risk of a post-therapy relationship with a former client is discussed. The last section suggests guidelines for psychologists-in-training to consider when nonsexual interactions or relationships with former clients are unavoidable. It is argued that if the risks are very low and the therapist has discussed, with the former client and in consultation, the potential problems as well as the necessary changes in the relationship that the new role implies, there may be no strong ethical objections from engaging in a post-therapy relationship. (RJM)

ED 408 549 CG 027 834

Rhoads, Robert A.

**Explorations of the Caring Self: Rethinking Student Development and Liberal Learning.**

Pub Date—Mar 97

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—\*College Students, Feminism, Higher Education, \*Public Service, School Community Programs, Self Concept, \*Service Learning, \*Student Development, Student Educational Objectives, \*Student Participation, Student Volunteers

Identifiers—\*Caring, Self Fulfillment

For traditional-age college students (18 to 24 years old), college is a time of identity exploration. During this time, if individuals have a deep sense of caring for others, it is more likely that they will interact with others in an especially meaningful way. Thus, ways to expand student's identity through community service involvement are explored in this paper. Three objectives addressed are: (1) advance higher education's understanding of the kinds of learning experiences students have through involvement in community service; (2) use theoretical discussions of the "caring self" (a combination of symbolic discussions and feminist explanations of self) as a means to interpret findings

on community service involvement; and (3) use interpretations of research to discuss the ideal of community and the role of higher education and community service in advancing community. Data for this paper were derived from a 6-year qualitative investigation of student participation in community service; such research adds to literature that seeks to identify student outcomes with specific kinds of collegiate experiences. Fostering a sense of self, grounded in an ethic of care, is one of the central challenges of education and becomes increasingly important as society grows more diverse. Contains approximately 57 references. (RJM)

**ED 408 550** CG 027 836  
Sklare, Gerald B.

**Brief Counseling That Works: A Solution-Focused Approach for School Counselors. Practical Skills for Counselors.**

Report No.—ISBN-0-8039-6467-6

Pub Date—97

Note—136p.

Available from—Corwin Press, Inc., 2455 Teller Rd., Thousand Oaks, CA 91320-2218 (paperback: ISBN-0-8039-6467-6, \$15.95; cloth: ISBN-0-8039-6466-8, \$37.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adolescents, \*Behavior Modification, Children, \*Counseling Effectiveness, Counseling Objectives, \*Counseling Techniques, Elementary School Students, Elementary Secondary Education, Group Therapy, Intervention, \*School Counseling, School Counselors, Secondary School Students

Identifiers—\*Brief Therapy, Counselor Effectiveness, \*Solution Focused Brief Therapy

School counselors often face large caseloads of students and cannot spend hours of time addressing each student's problems using traditional approaches. With this in mind, step-by-step instructions on how to use solution-focused brief counseling (SFBC) with elementary and secondary students is provided here. School counselors can utilize this approach for typical student concerns in order to achieve rapid, observable change. School administrators and teachers will also benefit because each component of this approach can be used independently in a variety of situations. School psychologists, social workers, pastoral counselors, and drug counselors should find the case studies especially relevant. The book is intentionally short and theory is discussed briefly; implementation is the main thrust. The reader is led through the material, then practice exercises appear at the end of the first four chapters. Chapter 1 presents the background and rationale for SFBC and its special relevance to school counseling. Chapter 2 discusses ways to prepare students for solution-based counseling and how to facilitate the initial goal-setting phase of the model. Chapter 3 describes how to teach students to recognize success and thus be encouraged. Chapter 4 provides a transcript of a student case; and chapter 5 covers the interventions counselors employ in second and subsequent interviews with students. Chapter 6 describes additional applications of the solution-focused approach. Contains an index. (RJM)

**ED 408 551** CG 027 837  
Jones, W. Paul

**Deciphering the Diagnostic Codes: A Guide for School Counselors. Practical Skills for Counselors.**

Report No.—ISBN-0-8039-6473-0

Pub Date—97

Note—141p.

Available from—Corwin Press, Inc., 2455 Teller Rd., Thousand Oaks, CA 91320-2218 (paperback: ISBN-0-8039-6473-0, \$17.49; cloth: ISBN-0-8039-6472-2, \$41.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adolescents, Attention Deficit Disorders, Children, Eating Disorders, \*Elementary

ry Secondary Education, \*Identification (Psychology), Learning Disabilities, \*Mental Disorders, \*Psychological Evaluation, Pupil Personnel Services, School Counseling, \*School Counselors

Identifiers—Diagnosis Related Groups, Diagnostic Skills, \*Diagnostic Statistical Manual of Mental Disorders

Although school counselors have more contact with children and adolescents than most other human service professionals, they are frequently left out of discussions on diagnostic coding. Ways in which school counselors can use the codes in the Diagnostic and Statistical Manual of Mental Disorders IV (DSM-IV) are explored in this text. The book provides a comprehensive overview that explains the basic ideas and terminology used in diagnoses geared specifically to student counseling needs. Furthermore, information on specific conditions of distress, as well as more serious disorders, are detailed here. The text begins with multiaxial assessment techniques and issues surrounding student evaluation. The "V codes" are covered next with discussions of academic problems, phase of life problems, and other issues. Adjustment codes, and their ubiquitous nature, and anxiety codes, are dealt with in the following two chapters. The depression codes, such as bipolar disorders and suicide, are detailed, after which comes an explanation of the cognitive codes, with an emphasis on learning disorders and other concerns. Attention disorder codes are then addressed along with some biological background of the condition. Adolescent codes, such as eating disorders and conduct disorders, also receive treatment. The book closes with a discussion of the diagnostic codes. Contains an index. (RJM)

**ED 408 552** CG 027 841  
Young Offender Information Sharing Protocol.

Alberta Dept. of Education, Edmonton. Special Education Branch.; Alberta Dept. of Justice, Edmonton. Young Offender Branch.

Report No.—ISBN-0-7732-5199-5

Pub Date—Dec 96

Note—23p.

Available from—Special Education Branch, 10th Floor, East Devonian Bldg., 11160 Jasper Ave., Edmonton, Alberta T5K0L2, Canada; Young Offender Branch, 10th Floor, John E. Brownlee Bldg., 10365-97 Street, Edmonton, Alberta T5J3W7, Canada.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adolescents, \*Confidential Records, \*Confidentiality, Delinquency, \*Disclosure, Foreign Countries, \*Information Dissemination, \*Information Policy, Juvenile Courts, School Community Relationship, Secondary Education, Secondary School Students, Youth Problems

Identifiers—Alberta

Schools have expressed a need to know the identity and/or circumstances of young offenders in order to address school safety and security issues, and to provide a collaborative and coordinated case management approach for the rehabilitation of the young person. A framework for the exchange of information between youth justice and school officials concerning students who have young offender status is presented here. A young offender is an individual charged with, or found guilty of, a criminal code or other federal statute offense that was committed when he or she was between the ages of 12-17. The protocols outlined here describe obligations and procedures for disclosure, security, and the storage and destruction of information concerning students who have young offender status. These guidelines facilitate the exchange of necessary information, such as reports required by a youth court, and provide the effective supervision and enforcement of youth court orders, as well as ensuring the safety of students, staff, or other persons. The protocols also can guide school boards in developing procedures in the best interests of students and staff. Finally, the protocols ensure that appropriate authorities in the education and justice systems are aware of their responsibilities as dictated by law. (RJM)

**ED 408 553** CG 027 843

Schlusser, Grace A.

**Resources for Comprehensive Guidance & Counseling Programs. An Annotated List for Counsellors, Teachers, Administrators.**

Alberta Dept. of Education, Edmonton. Special Education Branch.

Report No.—ISBN-0-7732-5197-9

Pub Date—Sep 96

Note—74p.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adolescents, Children, Counseling Services, \*Directories, Elementary School Students, Elementary Secondary Education, Foreign Countries, Program Descriptions, Program Guides, \*Pupil Personnel Services, \*Resource Materials, \*School Counseling, School Counselors, Secondary School Students, Student Needs

Identifiers—\*Comprehensive Guidance

With the growing popularity of comprehensive guidance and counseling programs in the schools, school personnel need model programs to guide them. An annotated list of suggested resources, designed to assist schools in the selection of materials to support comprehensive counseling and guidance programs, is provided here. All of the materials have been carefully reviewed and endorsed by counselors. For each listing, three icons are used to represent the format, area of counseling, and grade level. When the resource consists of print material only, the book icon is used. A video icon indicates video resources and a kit icon is used when more than one type of material is used. Materials that cover career resources include information about course requirements, post-secondary institutions, career path planning, and job hunting. Educational resources provide information about student placement, promotion or achievement, learning strategies, and study and test-taking skills. Personal and social development resources deal with self-esteem, social skills, relationships, conflict resolution, valuing diversity, personal loss, or other problems. Of the 148 annotations provided, 14 are series with several separate titles, 47 are kits, 28 are resources that address career development, 21 look at educational development, and 97 focus on personal/social development. A title index serves as a finding aid. (RJM)

**ED 408 554** CG 027 871

Soule, Penelope P. Sharp, Joyce

**Safe and Drug-Free Schools and Communities Student Survey.**

Nevada State Dept. of Education, Carson City.

Spons Agency—Office of Elementary and Secondary Education (ED), Washington, DC. Safe and Drug Free Schools Program.

Pub Date—Feb 97

Note—71p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Adolescents, Alcohol Abuse, Children, Drinking, Grade 10, Grade 12, Grade 6, Grade 8, \*Illegal Drug Use, Intermediate Grades, Marijuana, Secondary Education, Smoking, \*Student Behavior, \*Student Surveys, \*Substance Abuse

Identifiers—Drug Free Schools, \*Nevada

In the spring of 1996, the Nevada State Department of Education conducted its fourth biennial survey to assess drug and alcohol attitudes and use among students in grades 6, 8, 10, and 12. Issues of safety, violence, and school climate, as well as participation in school-based prevention programs, were also assessed. The survey results are reported here. Surveys were administered to a random sample of students (N=7,415). Findings indicate that drug and alcohol use are on the rise among the state's students and that a substantial proportion of youth are engaging in anti-social and unsafe behaviors. Alcohol remained the number one drug of choice for students at all four grade levels; cigarette smoking ranked second in popularity. Since 1994, marijuana use has nearly tripled among sixth graders and its usage has increased at other grade levels



also. Anti-social behaviors were on the upswing with one out of four students in grades 6 and 8 admitting involvement in at least one physical fight on school property during the 12 months prior to the survey. Nearly 1 in 10 students reported being threatened or injured with a weapon on school property in the last year. (RJM)

**ED 408 555** CG 027 907

**The Counselor's Handbook for High Schools, 1997-98.**

Office of Postsecondary Education, Washington DC. Student Financial Assistance Programs.

Pub Date—96

Note—102p.; For 1996-97 version, see ED 401 518.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—College Bound Students, \*Financial Aid Applicants, Financial Support, Grants, High School Students, High Schools, Higher Education, \*Paying for College, \*Pupil Personnel Services, School Counseling, School Counselors, \*Student Financial Aid, Student Loan Programs

Many high school students are not aware that they may be eligible for college financial aid. The primary purpose of this book is to help high school guidance counselors advise students about financial aid for postsecondary education. The text is divided into three parts. Part 1 offers general information about postsecondary opportunities and explores sources of aid, general eligibility requirements for student aid, ways to demonstrate need, and tips on choosing a school carefully. Part 2 covers the application process for financial aid in detail. It addresses such concerns as the federal role in application processing, applying for aid, submitting an initial application, processing the application, reviewing the aid report, making changes to the aid application, and filing an application, and 1997-98 application deadlines. Part 3 gives step-by-step instructions for filling out the application for federal student aid. It offers insights on each section of the form, explaining such topics as education background, future plans, student status, household information, asset information, and releases and signatures. Special sections on getting disadvantaged students into college, sources of additional information, and a directory of state agencies responsible for administering student grants are provided at the back. (RJM)

**ED 408 556** CG 028 012

*Nolin, Mary Jo And Others*

**Student Reports of Availability, Peer Approval and Use of Alcohol, Marijuana, and Other Drugs at School: 1993. Statistics in Brief.**

National Center for Education Statistics (ED), Washington, DC.; Westat, Inc., Rockville, MD.

Report No.—NCES-97-279

Pub Date—Jun 97

Note—13p.; NCES-97-279

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adolescents, \*Alcohol Abuse, Children, Drinking, Drug Education, Elementary School Students, \*Illegal Drug Use, Intermediate Grades, \*Marijuana, Middle Schools, National Surveys, \*Peer Acceptance, Secondary Education, Secondary School Students, \*Student Attitudes, Student Behavior, \*Student Problems

Identifiers—\*Drug and Alcohol Survey, Middle School Students

Recent research on middle and senior high school students showed a reversal of previous decline in smoking marijuana and using drugs other than marijuana, a decline in students' personal disapproval of marijuana, and a high prevalence of alcohol use. Student reports of peer approval, availability, and use at school of alcohol, marijuana, and other drugs are examined in connection with school and student characteristics in this report. Data are from the 1993 National Household Education Survey conducted by Westat for the National Center for Education Statistics (NCES). Data were collected by phone interviews using a national sample of students (n=6,504) in grades 6 through 12. Results varied by

type of substance; students were more likely to report peer approval of alcohol than of marijuana or of other drugs. Peer approval also changed, with students more likely to report peer approval of alcohol, marijuana, and other drugs as students advanced through school. Almost one-third of students reported easy availability of alcohol and marijuana at school, and about one-third reported seeing students at school under the influence of alcohol. The availability and use of drugs other than alcohol and marijuana were less common. Approximately 80 percent of the students reported that they participated in some type of alcohol/drug education in the current school year but access to drugs and alcohol was nearly the same with this group as with students who reported no alcohol/drug education programs. (RJM)

**ED 408 557** CG 028 051

*Anderman, Eric M. And Others*

**Motivation and Cheating during Early Adolescence.**

Spons Agency—Kentucky Univ., Lexington. Inst. on Education Reform.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.

Pub Date—[97]

Note—59p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Achievement Need, \*Cheating, Children, Early Adolescents, Elementary School Students, Grade 6, Grade 7, Grade 8, Honesty, Intermediate Grades, Junior High School Students, Junior High Schools, \*Learning Motivation, Middle Schools, \*Student Attitudes, \*Student Behavior, \*Student Motivation Identifiers—Academic Competitions, \*Academic Structure

Why do some adolescents cheat and others do not? To answer this question, the relationship between motivational factors and self-reported cheating beliefs and behaviors was examined in a sample of early adolescents. It was hypothesized that cheating and beliefs in the acceptability of cheating would be more likely to occur when students perceived an emphasis on performance and ability, rather than on mastery and improvement. Questionnaires were administered to 285 students in an urban middle school in a southeastern state. Analysis of their answers indicate that students who reported cheating in science perceive their classrooms as being extrinsically focused (e.g., maintaining grades, getting the right answer, avoiding trouble) and perceive their school as being focused on performance and ability. Students who believe in the acceptability of cheating also report personal extrinsic goals. Likewise, students who cheat worry about school, although worry was unrelated to beliefs about the acceptability of cheating. A relationship between cheating and self-handicapping was also evident, with students who engage in self-handicapping behaviors being likely to report that they cheat. Demographic factors were unrelated to cheating and no sex differences were found. The hypothesis was largely proven correct. Contains approximately 80 references. (RJM)

## CS

**ED 408 558** CS 012 831

*Nunnery, John And Others*

**Effects of Full and Partial Implementations of Success for All on Student Reading Achievement in English and Spanish.**

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Carnegie Corp. of New York, N.Y.

Pub Date—Mar 97

Contract—RI-17-D40005

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research As-

sociation (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Early Intervention, Grade 1, \*High Risk Students, Language of Instruction, Primary Education, Program Effectiveness, Program Implementation, \*Reading Achievement, Reading Improvement, Reading Research, Spanish, \*Tutoring

Identifiers—Houston Independent School District TX, \*Success for All Program

A quasi-experimental study compared achievement effects of various configurations of the Success for All (SFA), schoolwide reform model for elementary schools serving many at-risk students, from full implementation (certified tutoring, full-time school-level facilitator, and the family support team) to implementations lacking some elements felt to be essential. Full implementation of both the English and Spanish configurations of SFA in the Houston Independent School District (Texas) was achieved during the second year of the program, 1995-96. Two student cohorts participated in the English program—595 students who began first grade in 1995 and 682 students who began first grade in 1996. Subjects were in 46 SFA schools and 18 comparison schools. The final sample of subjects in the Spanish program consisted of 278 first-grade students in 20 SFA and 10 comparison schools. The Language Assessment Scales and a battery of 4 reading posttests were administered. Results indicated that: (1) programs with part-time facilitators, certified tutoring, and a family support team produced positive effects in moderately impoverished schools, but not in extremely impoverished schools; (2) schools that did not make the basic organizational changes required to provide family support and certified tutoring performed worse than comparison schools; (3) a full-time facilitator was essential in extremely high-poverty schools serving predominantly African American student populations; and (4) schools that provided certified tutoring achieved better results in the English language program. Findings suggest that schools should undertake implementation of the whole program, and that comprehensive changes in teachers' daily practices and in school organization are needed to bring about major changes. Contains 16 references, 6 tables and 3 figures of data. (RS)

**ED 408 559** CS 012 834

*Peterson, Mary E. H.*

**Low-SES Literacy Backgrounds: Effects on Formal Schooling.**

Pub Date—[97]

Note—16p.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Class Activities, Elementary Education, \*Family Environment, \*Literacy, Literature Reviews, \*Low Income, Parent Participation, Parent Student Relationship, Reading Aloud to Others, Reading Improvement, Reading Programs, Reading Research, Socioeconomic Influences, \*Socioeconomic Status

Many studies have found that literacy exists in low-SES (low socioeconomic status) children's daily lives—it is the meaning, frequency of use, depth, and general use of literacy at home that affect the children's progress in school. Research studies clearly show differences in home literacy development of low-SES and higher income children that affect children's successes in school. Higher income children write words that represented the adult concept of writing while low-SES children wrote strings of letters that had no reason and meaning. Other research found that successful children engaged in print frequently with their parents and started school with schemata that gave them an advantage in formal schooling. However, D. Taylor and C. Dorsey-Gaines found the opposite to be true. These studies found low-SES children across the board do have some kind of literacy activities going on daily at home, but they represent small populations and cannot represent the general low-SES



population. Strategies for parents to try at home include: provide a variety of reading materials; read aloud to children; have children write to grandparents; and make weekly visits to the library with their children. Teachers can help children become better readers by getting to know the children through the parents; sending a book home as often as possible to promote reading; establishing a cross-age reading program; setting up a reward system; and establishing a silent reading program where children choose what they want to read. (Contains 16 references.) (RS)

**ED 408 560** CS 012 836

Meeks, Lynn Langer

**Secondary Reading and Study Strategies: A Course of Study for Grade 9.**

Idaho State Dept. of Education, Boise.

Pub Date—91

Note—25p.; For related documents, see CS 215 878-881 and CS 509 533-534.

Pub Type—Guides - Classroom - Teacher (052) — Legal/Legislative/Regulatory Materials (090) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Course Descriptions, Course Objectives, Diversity (Student), Grade 9, High Schools, Listening, Parent Participation, \*Reading Strategies, Secondary Education, Speech Communication, State Curriculum Guides, \*Study Skills, Vocabulary Development, Writing (Composition)

Identifiers—Idaho

Delineating the content that must be covered in the secondary schools of the State of Idaho, this guide presents a course of study to be taught in grades 9-12 for graduation credit. Although educators sometimes use the terms interchangeably, the course of study in the guide is not an instructional or curriculum guide—it prescribes what is to be taught; defines the subject in terms of purpose, definition, student goals and objectives; and can be changed only by action of the State Board of Education. The guide begins by defining the terms "successful reader," "study strategies," and "effective teaching of reading." The guide then presents position statements on assessment, content and reading teacher collaboration, diversity, instructional materials, listening, parent/community involvement, speaking, viewing, vocabulary, and writing. The guide next presents five goals and associated objectives for the reading and study strategies course. Appendixes present a survey instrument for content area teachers, an 18-item list of professional texts and selection tools, and documents related to "testing out" of the course. (RS)

**ED 408 561** CS 012 837

**IST/KSRA Draft Proposal: Reading Assessment Instrumentation.**

Instructional Support System of Pennsylvania, East Petersburg.

Pub Date—94

Note—19p.

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Education, Performance Based Assessment, \*Reading Achievement, \*Reading Tests, Teaching Guides, \*Test Construction, Test Format

Identifiers—Alternative Assessment, Authentic Assessment, Pennsylvania, Student Centered Assessment

Bringing structure to the reading assessment process, this paper presents a draft proposal of an assessment structure which practitioners can follow, one which can be applied systematically within the Instructional Support Team process across Pennsylvania. After some background information, the paper briefly discusses features of effective reading assessment, suggesting that effective reading assessment needs to be continuous, multidimensional, authentic, student centered, and performance based. The paper then presents an evaluation form for reading assessment domains. It next discusses 14 points to remember or clarify in developing the instrumentation. The paper then outlines the 3 steps of the proposed instrumentation

(entry, selecting materials, and sampling). A description of how to compile running records of students' reading processes is attached. (RS)

**ED 408 562** CS 012 841

Beck, Isabel L. And Others

**Questioning the Author: An Approach for Enhancing Student Engagement with Text.**

International Reading Association, Newark, Del.

Report No.—ISBN-0-87207-242-8

Pub Date—97

Note—131p.

Available from—Order Department, International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139 (\$13.95 members; \$17.95 nonmembers).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Classroom Techniques, Discussion (Teaching Technique), Elementary Education, \*Questioning Techniques, \*Reader Text Relationship, \*Reading Comprehension, \*Reading Strategies, Teaching Guides, Text Structure

Identifiers—\*Author Reader Relationship, Questions

Noting that elementary-school students often fail to understand many of the ideas presented in school textbooks, this book presents the Questioning the Author (QTA) strategy, which is designed to establish student interactions with text and build greater understanding by teaching students to question the ideas presented in the text while they are reading. The book presents many examples of QTA in action as children engage with narrative and expository texts to construct meaning. After a foreword and an introduction, chapters in the book are: (1) "What Is Questioning the Author and How Was It Developed?"; (2) "Queries"; (3) "Planning"; (4) "Discussion"; (5) "Implementation"; and (6) "Where Has Questioning the Author Been and Where Is It Going?" Contains 66 references. (RS)

**ED 408 563** CS 012 842

Tamaoka, Katsuo

**A Japanese Perspective on Literacy and Bilingualism: A National Paper of Japan.**

Pub Date—Dec 96

Note—24p.; Paper presented at the Reading Research Symposium (Hong Kong, December 6-7, 1996).

Pub Type—Information Analyses (070) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Bilingual Education, Elementary Secondary Education, Foreign Countries, Higher Education, \*Japanese, \*Language Acquisition, Language Skills, \*Literacy, \*Native Language Instruction, Reading Achievement, Sex Differences

Identifiers—\*Japan, Kanji Script

This paper discusses literacy, language education, language achievement, and bilingual education policies and practices in Japan. The paper first describes the Japanese writing system (consisting of the "kana" and "kanji" scripts) and notes that students typically study English from grade 7 to the first 2 years of college. The paper then addresses the historical background and current practice of language. The paper next notes the lack of an official definition for "literacy"; that various studies have come up with different "illiteracy" rates for Japan; and that Japanese children tend to score better on mathematics tests than students from other countries, but worse on vocabulary and reading comprehension. The paper then addresses language and education, noting that girls are better than boys in kana acquisition, the area in which the children grow up did not make any difference; and that kanji characters are learned easily and can be used to make compound words. The last section (1) notes that the percentage of students who did not read any books steadily increased while the acquisition rate of kanji characters remains high; (2) once students achieve a reasonably fast speed in word coding, its efficiency no longer distinguishes their overall language ability; (3) research suggests that a contextual approach to language teaching should receive

more emphasis, especially for those with low language proficiency; and (4) bilingual education has not received much attention in Japan, which is regarded as a monolingual nation. Contains 44 references. (RS)

**ED 408 564** CS 012 843

VanScoy, Lori J.

**A Study To Determine the Effects of In-Class and Pull-Out Instruction for Title 1 Students in Reading.**

Pub Date—May 97

Note—47p.; M.A. Thesis, Salem-Teiko University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Elementary Education, Higher Education, \*Inclusive Schools, Mainstreaming, \*Remedial Reading, School Surveys, \*Teacher Attitudes, Teacher Surveys

Identifiers—\*Pullout Programs, West Virginia

A study examined which method of delivery (pull-out or in-class) regular classroom teachers preferred for Title 1 remedial reading instruction. Surveys were completed by 205 elementary school teachers throughout the state of West Virginia. Results showed that: (1) teachers preferred the method they were currently using; (2) grade level was not a significant factor, with teachers of primary and intermediate grades using both in-class and pull-out; (3) severity of reading deficiency was a determining factor, with teachers who had students with severe reading problems preferring the pull-out method, where they felt the child could receive individual instruction; and (4) number of remedial students was not a consideration when choosing a method. (Contains an appendix with the survey and a list of counties, as well as 32 references.) (Author/SR)

**ED 408 565** CS 012 844

Banks, Janet Caudill

**Developing Research Skills: Independent Research Projects on Animals and Plants for Building the Research Skills of Report Writing, Mind Mapping, and Investigating through Inquiries. Revised Edition.**

Report No.—ISBN-1-886753-00-8

Pub Date—95

Note—138p.

Available from—CATS Publications, 8633 233rd Place S.W., Edmonds, WA 98026-8646 (\$19.95 plus \$2 shipping/handling).

Pub Type—Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—Animals, Class Activities, Editing, Elementary Education, Information Skills, Notetaking, Outlining (Discourse), Plants (Botany), Proofreading, \*Research Skills, \*Skill Development, Student Research, \*Thinking Skills, \*Writing Skills

This book presents a collection of motivating, independent activities that involve animals and plants for use in developing the research skills of students in grades 2-6. Projects included in the book cover various levels of difficulty and are designed to promote higher-level thinking skills. Research components included in the activities in the book are: following outlines, locating information, taking notes, "mindmapping/webbing," organizing information, writing rough drafts, revising, editing, proofreading, publishing final reports, and investigating through inquiries. Some of the materials in the book are divided into 2 strands—lessons in the green strand are for students who are just beginning to learn research skills, and lessons in the blue strand are for students who have had some experience. Following a teacher reference guide, sections of the book present blue strand materials, green strand materials, and materials for all students on both plant and animal topics. (RS)

**ED 408 566** CS 012 845

Fleming, Maria

**25 Emergent Reader Mini-Books: Easy-to-Make Reproducible Books To Promote Literacy.**

### 30 Document Resumes

Report No.—ISBN-0-590-33071-3

Pub Date—97

Note—65p.

Available from—Scholastic, Inc., 2931 East McCarty Street, Jefferson City, MO 65102 (\$10.95).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—\*Emergent Literacy, Independent Reading, Primary Education, Reading Improvement, \*Reading Instruction, Reading Skills, Rhyme, \*Supplementary Reading Materials, Teaching Guides

Identifiers—Guided Reading Procedure, \*Mini-books, Shared Reading

Supplementing a reading program as needed, this book presents reproducible patterns to make 25 mini-books to strengthen the skills of emerging readers (kindergarten and grade 1). The easy-to-make, easy-to-read mini-books are designed to build children's confidence as readers and help them gain fluency. The mini-books presented in the book are organized around popular elementary themes (All about Me, Animal Friends, Five Senses Fun, All through the Year, and Let's Get Cooking). The mini-books all include repetitive and often rhyming language, and follow predictable patterns. The book begins with advice on how to use the mini-books during shared reading, guided reading, independent reading, and at-home reading. (RS)

ED 408 567

CS 012 846

Vollands, Stacy R. And Others

**Experimental Evaluation of Computer Assisted Self-Assessment of Reading Comprehension: Effects on Reading Achievement and Attitude.**

Dundee Univ. (Scotland). Centre for Paired Learning.

Spons Agency—Nuffield Foundation, London (England).

Pub Date—Jun 96

Note—149p.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Computer Assisted Testing, Elementary Education, Evaluation Methods, Foreign Countries, \*Instructional Effectiveness, Reading Achievement, \*Reading Attitudes, \*Reading Comprehension, Reading Improvement, Reading Research, Sex Differences

Identifiers—\*Scotland (Aberdeen)

A study evaluated the effect software for self-assessment and management of reading practice had on reading achievement and motivation in two primary schools in Aberdeen, Scotland. The program utilized was The Accelerated Reader (AR) which was designed to enable curriculum based assessment of reading comprehension within the classroom. Students using the program in both schools (Project A and Project B) read real books from a selection of 150 titles on the AR book list. Students then took tests consisting of multiple-choice questions on the computer which analyzed and summarized the results helping the teacher to manage effective reading practice. Quantitative and qualitative results indicated that even when less than fully implemented, the Accelerated Reader program yielded gains in reading achievement greater than regular classroom teaching and an alternative intensive method, even with less time devoted to class silent reading practice than in comparison classes. Results also displayed significant differences in attitudes to reading for boys and girls. (Contains 67 references, and 11 figures and 9 tables of data. Appendixes present survey instruments, titles available for the UK version of the AR program, a sample at-risk report, problem types and possible causes (found on the at-risk reports), the color-coding system for Project A and Project B, student reading logs, the duolog reading process, Accelerated Reader shop prizes, tables of data, and a follow-up study for Project A.) (Author/RS)

ED 408 568

CS 012 847

Richards, Janet C. And Others

**Preservice Teachers' Cases in an Early Field Placement.**

Pub Date—Nov 96

Note—16p.; Paper presented at the Annual Meeting of the College Reading Association (40th, Charleston, SC, October 31-November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Case Studies, Elementary Education, \*Field Experience Programs, Higher Education, \*Language Arts, \*Preservice Teacher Education, Reading Instruction, Teacher Attitudes, \*Teaching Experience, Teaching Guides, Urban Education

Identifiers—Case Method (Teaching Technique), \*Preservice Teachers, University of Southern Mississippi

As part of course requirements, preservice teachers in the reading/language arts early field program at the University of Southern Mississippi write two case narratives per semester about their teaching experiences in an urban elementary school. This paper discusses the benefits of case writing for preservice teachers and explains the specific attributes of a well-written case. The paper also supplies guidelines and describes course activities that help preservice teachers write their own cases. The paper includes preservice teachers' case excerpts. (Author/RS)

ED 408 569

CS 012 848

Ouzts, Dan T. Calvert, Wanda L.

**Using Caldecott Medal and Honor Books To Motivate Middle School Readers.**

Pub Date—Nov 96

Note—10p.; Paper presented at the Annual Meeting of the College Reading Association (40th, Charleston, SC, October 31-November 3, 1996).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Culture, Art Appreciation, Black Culture, Class Activities, Intermediate Grades, Junior High Schools, Literature Appreciation, Middle Schools, Picture Books, Reading Instruction, \*Reading Materials, \*Reading Motivation

Identifiers—African Americans, \*Caldecott Award, Middle School Students, Native Americans, \*Trade Books

Noting that an important trend in middle school reading instruction has been the increased use of literature and trade books, this paper suggests that using Caldecott Medal and Honor books in the middle school classroom is an effective way to expose students to high quality literature. The paper notes that promoting the use of such books also aids in developing an appreciation for art, art styles, and media used by illustrators. The paper then lists procedures for using Caldecott Medal and Honor books in the classroom and presents a list of 53 such books by topic (African-American stories, Native American stories, cultures around the world, concepts/lessons, and rhyming books). The paper also presents ideas for comparing and contrasting Caldecott books; a list of Caldecott books suitable for illustrator emulation; and brief descriptions of additional class activities based on such books. (RS)

ED 408 570

CS 012 851

Lee, Christine And Others

**Cooperative Learning in the Thinking Classroom: Research and Theoretical Perspectives.**

Pub Date—Jun 97

Note—24p.; Paper presented at the International Conference on Thinking (7th, Singapore, June 1-6, 1997).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, \*Cooperative Learning, Decision Making, Elementary Secondary Education, Group Dynamics, Higher Education, \*Instructional Effectiveness,

Learning Strategies, Literature Reviews, Problem Solving, \*Thinking Skills

Identifiers—\*Learning Environment, Multiple Intelligences, Theoretical Orientation

As a classroom organization and instructional method, cooperative learning merits serious consideration for use in thinking classrooms. Cooperative learning is more than just groupwork. In traditional group learning, students work in groups with no attention paid to group functioning, whereas in cooperative learning, group work is carefully prepared, planned, and monitored. Four key thinking strategies in cooperative learning are: problem solving, decision making, critical thinking, and creative thinking. Most research studies have found that cooperative learning is more effective than other modes of instruction for higher level thinking tasks, although this has not been the case in all studies. A number of theoretical perspectives (and associated cooperative learning activities) underlie work in cooperative learning, such as social psychology (Jigsaw technique), developmental psychology (Cooperative Controversy, Pairs Check), cognitive psychology (MURDER—Mood, Understand, Recall, Detect, Elaborate, and Review), motivation theory (STAD—Student Teams Achievement Divisions), multiple intelligences theory (Talking Chips), humanistic psychology (group investigation), and global education/moral values education. Cooperative learning can support an environment in which students feel encouraged to take part in higher order thinking. (Contains 59 references, and 3 figures and 3 tables illustrating aspects of cooperative learning.) (RS)

ED 408 571

CS 012 852

Costello, Mary Sheehy Stahl, Norman A.

**Promoting Diversity: A Learning Community Project for College Reading Programs and Teacher Education Programs.**

Pub Date—2 Nov 96

Note—22p.; Paper presented at the Annual Meeting of the College Reading Association (40th, Charleston, SC, October 31-November 3, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, Course Descriptions, Diversity (Student), Higher Education, \*Minority Group Teachers, Program Descriptions, \*Reading Programs, Remedial Reading, \*Teacher Education, \*Teacher Recruitment, Writing Instruction

Identifiers—Teaching Perspectives

The need for greater diversity in the United States teaching workforce continues to increase as the numbers of teachers of color graduating from colleges of education remain low. This paper considers the current need for more minority teachers, as well as the theoretical framework and primary design of a learning community project between a developmental reading program, a writing program, a freshman experience program, and a teacher education program to increase the number of students of color recruited and retained into teacher education. Contains 26 references. (Author/RS)

ED 408 572

CS 012 853

Tao, Lingying Reinking, David

**What Research Reveals about Email in Education.**

Pub Date—Nov 96

Note—14p.; Paper presented at the Annual Meeting of the College Reading Association (40th, Charleston, SC, October 31-November 3, 1996).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Research, Computer Uses in Education, \*Electronic Mail, Elementary Secondary Education, Higher Education, Literacy, Literature Reviews, Research Needs

Identifiers—\*Educational Issues

How educators, especially those in the field of literacy, view and make use of email and its text-based features has been the subject of research. Journal

articles addressing what educators and researchers know about email and how they work with email communication were reviewed. Email has moved from a limited group of users to the masses. According to researchers, email communication has the following prominent features: text-based features; multiple connections and easy transmission; asynchrony and synchrony; easy storage and manipulation; rapidity and cost-efficiency; and relative anonymity. Existing research literature can be divided into 3 parts: using email as a research tool and other research concerns stated; focusing on user perception and adoption of email in instructional settings; and assessing the effects of email communication on users. Existing literature on teaching usually consists of action research studies which help to inform the ongoing instruction within the classroom. Some also tend to be more summative in their concerns about the students' performance in classes. Suggestions for future research on email in instructional settings are: (1) take advantage of text-based nature of email communication; (2) determine the extent to which beneficial gains of students concerning instructional goals would be optimal; (3) investigate non-traditional learners such as part-time students and English-as-a-Second Language students; (4) study more in-depth the language features of email communication; and (5) investigate the textual context and interactive demands of email communication for students below the fifth-grade level. (Contains 41 references.) (RS)

ED 408 573

CS 012 854

Stoll, Donald R., Ed.

# Magazines for Kids and Teens. Revised Edition.

Educational Press Association of America, Glassboro, N.J.; International Reading Association, Newark, Del.

Report No.—ISBN-0-87207-243-6

Pub Date—97

Note—131p.; For 1994 edition, see ED 370 083.

Available from—Order Dept., International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139 (\$12.95 members, \$15.95 nonmembers).

Pub Type—Reference Materials - Bibliographies (131)

## EDRS Price - MF01/PC06 Plus Postage.

Descriptors—\*Adolescent Literature, Adolescents, \*Childhood Interests, \*Childrens Literature, Elementary Secondary Education, \*Periodicals, Preadolescents, \*Reading Interests, Reading Materials, Writing for Publication

Identifiers—\*Childrens Magazines

Noting that many kids' and teens' magazines are not available at newsstands or bookstores, this book describes and provides ordering information for more than 200 such magazines. The magazines described cover almost every conceivable interest of children and teens in the United States and in many other countries. After a foreword by Jim Trelease and "how-to-use" guide by the editor, the book presents an alphabetical listing of the magazines. Each entry in the book contains an annotation citing the journal's coverage; ordering information; cost; intended audience (sex and age); subject; circulation size; manner of distribution (subscriptions, newsstands, schools, libraries, churches); editor's and publisher's names; and whether readers' works are published. Contains an age index, a subject index, a list of magazines publishing readers' work, an alphabetical list of magazines for kids, and an alphabetical list of magazines for teens. (RS)

ED 408 574

CS 012 856

Mauer, Daria Stevens, Brenda

# Language and Literacy Skills of Young Children with High and Low Phonological Awareness.

Pub Date—97

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Family Environment, \*Language Skills, \*Preschool Children, Preschool Education, \*Reading Difficulties, Reading Research

Identifiers—Phonemic Awareness, \*Phonological Awareness, Print Awareness

A study explored whether "typical" children (i.e., those who have not been identified as language-delayed but who have a low level of phonological awareness) differ in aspects of oral language and orthographic processing skills from those children with higher phonological awareness. Subjects were 17 children (ranging in age from 3 years 10 months to 5 years) identified as having high phonological awareness and 26 children having low phonological awareness. All children were typically developing in other domains and were randomly selected from private and public preschool classes in one county in the midwestern United States. After selection, the children were assessed in three pre-literacy measures and were videotaped during three different play scenarios. Results indicated that significant differences existed between the high and low phonological awareness groups that centered primarily around the development of print awareness tasks rather than the other variables involving oral language, play, and home environment. Findings represent a first step in answering the question of why some apparently typically developing children are later identified as having reading and writing difficulties. (Contains eight references and a table of data.) (RS)

ED 408 575

CS 012 859

Elwell, Deena Hamm, Cynthia

# Improving Student Alphabet Skills through the Use of the Sunform Alphabet System and Supporting Activities.

Pub Date—May 97

Note—35p.; M.A. Project, Saint Xavier University.

Pub Type—Dissertations/Theses - Masters Theses (042)

## EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Action Research, Cognitive Style, Early Intervention, Kindergarten, Kindergarten Children, Language Skills, \*Letters (Alphabet), \*Low Achievement, Primary Education, \*Reading Improvement, \*Reading Skills, \*Word Study Skills

Identifiers—Illinois (North), \*Sunform Alphabet System

An action research study detailed a program for improving kindergarten students' alphabet identification. The targeted population consisted of low achieving kindergarten students in a growing, middle class community located in northern Illinois. The students' skill levels were documented through data which revealed a lack of letter recognition and phonetic skills. Analysis of probable cause suggests a lack of children's prior experience with the alphabet contributes to these difficulties as well as limited parent support. Growing class size and the increasing number of students with little English language experience also affects this problem. A review of solution strategies suggested by knowledgeable others, along with an analysis of the problem setting, led to the selection of two teaching strategies: the Sunform Alphabet System and other supporting alphabet activities. These two interventions were selected because of their appeal to all kinds of learning styles. Post intervention data indicated an increase in student knowledge of alphabet recognition skills. The Sunform Alphabet System along with additional alphabet activities helped to increase by 18% the number of students who recognized 17 or more letters. Results also indicated that those children who participated on a daily basis, and the students who did not consistently participate continued to behave in that manner. The children who did not participate consistently began to do so more often toward the end of the research. (Contains 34 references, 1 table and 2 figures of data; appendices contain 2 assessment forms.) (Author/RS)

ED 408 576

CS 215 830

Ochse, Roger

# The Pedagogy of Disclosure: Class Letters Fostering Partnerships between Instructor and Students.

Pub Date—12 Mar 97

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Audience Awareness, \*Class Activities, Classroom Techniques, Higher Education, Instructional Effectiveness, \*Letters (Correspondence), \*Self Disclosure (Individuals), Student Participation, \*Teacher Student Relationship, Undergraduate Students, Writing Apprehension, Writing Assignments, Writing Instruction

Identifiers—\*Discourse Communities

Beginning college writers often approach the writing classroom with attitudes of fear and alienation. Fostering partnerships between instructor and students allows these writers to extend their private selves, affirm their identities, and connect to larger audiences. Letter writing can help establish an authentic connection between instructor and student, where the instructor can serve as a mediating audience through which students can test their authority and negotiate their otherness. Students can also relate to each other in cooperative and non-competitive ways as writers in a writing community. It is the pedagogy of disclosure, through the intervening and enfolding use of the class letter, that can bring students into the community of writers—taking them away from writing as alienating work and into a world of mutual respect and support. As a motivating vehicle, class letters can encourage a climate of incremental risk where the self is revealed both to the reader and the writer. In the ensuing process of validation, students gain authority over their writing, a methodology that extends to their more formal assignments. (Author/CR)

ED 408 577

CS 215 839

Noble, Michael

# A Post-It-Note Pedagogy: Investigating the "petit recit" in an Emergent Model of the Writing Process.

Pub Date—Mar 97

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

## EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, \*Creative Expression, Higher Education, \*Instructional Innovation, Models, \*Writing (Composition), \*Writing Instruction, \*Writing Processes, \*Writing Strategies

Identifiers—\*Post It Notes, Textuality

Perhaps writing is equated with process. But, there are too many complicating factors that make it difficult to evaluate the success or failure of pre-writing and drafting assignments—the process and the value of each step is different for each individual. By teaching students to recognize the cultural contingencies of textuality, the status of the student essay as a neutral "product" is undermined because of the heterogeneity and multiplicity of social, sexual, historical, and economic interactions that are not always visible in the writing process. Teaching against the process benefits students because it performs the dual function of pulling out what they already know about writing while simultaneously critiquing the process that for many students has become too "cliched." Writing can be experienced as an "emergence," as in the open model developed by Chris Langton, a complexity theorist engaged at the Santa Fe Institute which observes complexity in a range of disciplines. Post-It Notes can be used as a means of demonstrating the function of the chaotic in creativity, placed in books, on the periphery of a computer screen, on papers being written, to signify



hunches and potentialities rather than ordered ideas. As a critique of process, Post-Its (the "petit recits"—the little narrative) achieve a reprocessing and a remembering that is non-linear because they maintain presence through their instability and because their material ontology prevents assimilation into the evolving meta-structures. (Contains 11 references.) (CR)

**ED 408 578** CS 215 844

Topper, Andrew

**Comparing Face-to-Face and Electronic Discourse: Issues and Questions Raised in a Research Study.**

Pub Date—Mar 97

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Communication Research, Comparative Analysis, Computer Uses in Education, \*Discourse Analysis, \*Electronic Mail, Group Discussion, Higher Education, \*Interpersonal Communication, Interpersonal Relationship Identifiers—Academic Community, \*Discourse Communities, \*Face to Face Communication

A study compared the discourse within a knowledge-building community in dual mediums: face-to-face meetings and electronic mail postings to a discussion list. Participants were faculty members and graduate students at a major university. The study focused on patterns of participation in both mediums, changes in these patterns, and possible effects of authority on participation within each medium. It examined issues related to analyzing electronic discourse and comparing participation in this medium with more traditional modes of social interaction, especially face-to-face conversations or discussions. Participants were active in both mediums, and the group worked collaboratively to build a series of Web-based resources for teachers over a 3-month period. Data included interviews, audio and video tapes of meetings, participant observations in a reflective journal, meeting notes, and e-mail posted to discussion groups. Results indicated, through discourse analysis, that changes in the management of face-to-face meetings over time reflected overall changes in authority within the group, initially run by the project leader and dominated by faculty members; later meetings showed more shared authority with graduate students having more opportunities to speak and ask questions. Findings suggest that, unlike face-to-face conversation, an e-mail conversation can only take place when an opening message is responded to by another participant, giving access to the "virtual floor" in retrospect. (Contains 12 references.) (Author/CR)

**ED 408 579** CS 215 845

Bos, Nathan

**Student Publishing of Value-Added Contributions to a Digital Library.**

Pub Date—Mar 97

Contract—RED-9554205

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Computer Mediated Communication, Computer Software, Computer Uses in Education, \*Critical Viewing, Educational Resources, \*Evaluative Thinking, High School Students, High Schools, Inquiry, Science Instruction, \*Student Publications, Student Research, \*World Wide Web, \*Writing Assignments, Writing Research Identifiers—Computer Related Learning Environments, \*Reviewers, \*Writing Contexts

Students can make authentic contributions to the World Wide Web (WWW) and learn critical evaluation skills by publishing reviews of WWW resources. A project which served as a pilot study was implemented where high school students wrote and published reviews of resources they used as part

of an inquiry-based science curriculum. Students were supported in writing reviews by specialized software and by in-class modeling of the review process. Findings supported the idea that high school students could critically evaluate sources and produce written analyses that synthesized their evaluations. Findings suggest, however, that student products were inconsistent and the project was not successful in helping students recognize separate types of critical evaluation (e.g. evaluation of source versus analysis of evidence). Future developments in both software and instructional support of WWW reviews are discussed. Reviews published in this project are available online. (Contains seven figures and eight references; a Likert survey sample form is appended.) (Author/CR)

**ED 408 580** CS 215 846

Bos, Nathan And Others

**Student Publishing in a WWW Digital Library—Goals and Instructional Support.**

Pub Date—Mar 97

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Audience Awareness, Computer Uses in Education, Content Area Writing, \*Electronic Publishing, Elementary Secondary Education, Instructional Improvement, \*Instructional Innovation, Learning Strategies, Science Education, \*Student Motivation, \*World Wide Web

Identifiers—\*Writing Contexts

Having K-12 students create artifacts can serve several purposes within an effective science curriculum. Through World Wide Web (WWW) publishing projects, students' cognition and motivation can be improved and the "authenticity" of their work increased, relating to recent thinking about situated learning and constructivist science teaching. To have authentic value for someone else, student work must be a somewhat unique contribution to the WWW, done with a particular audience in mind, and done at a high enough level of expertise that it can be seen as valuable by outside readers. Learning to communicate with other scientists is an important part of learning to do science, and the specific forms of disciplinary communication reflect the underlying sociocultural purposes of science. A range of instructional supports was developed to help students bridge the gap between themselves and authentic outside audiences: (1) genre explanations provided by teachers regarding the needs of readers; (2) students write and publish WWW reviews of existing resources; (3) surveys of audience knowledge; (4) peer review; and (5) comments from outside readers. (Contains 14 references; a 6-question Likert survey is appended.) (CR)

**ED 408 581** CS 215 847

Gillet, Lynne Lewis

**A History Lesson in LITCOMP: A Nineteenth-Century Ecological Model of Writing Instruction.**

Pub Date—Mar 97

Note—22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Communication Skills, \*Critical Thinking, \*Educational History, English Instruction, Higher Education, Learning Processes, Models, Rhetoric, Student Development, Teaching Methods, \*Writing Improvement, \*Writing Instruction

Identifiers—\*Composition Literature Relationship, Educational Issues, \*Jardine (George)

The pressure to get students to write effectively and to think critically, and the role that literature plays in this task, is a recurring issue in the history of English instruction. In part, this debate stems from contradictory philosophies of the goals of an introductory writing class held by both writing pro-

gram administrators and composition teachers themselves. One problem in the current debate over the role of literature in composition instruction stems from having neglected to search for historical solutions to modern problems. Over 200 years ago, a pedagogical plan was designed by George Jardine, Professor of Logic and Philosophy, University of Glasgow, Scotland (1774-1824) for integrating composition and the study of English literature. Jardine developed his theories out of his own observations about how students learn. His plan encourages students to think critically and to write well in their other classes. Jardine's classes included daily free writing exercises, sequenced essay assignments, peer evaluation, and the study of literature models to facilitate the development of communication skills, helping students to function in and contribute to society. Unfortunately, the renunciation of 19th-century educational theories and practices in Scotland created a gap in the scholarship of the history of rhetoric, so that Jardine is not well known. And it is by studying historical solutions to modern problems that theoretical depth and philosophical breadth is given to today's classroom practices. (Contains 29 references.) (CR)

**ED 408 582** CS 215 849

Shaffer, Susan

**Writing Effective Report Card Comments.**

Report No.—ISBN-0-590-06882-2

Pub Date—97

Note—65p.

Available from—Scholastic, Inc., 2931 East McCarty Street, Jefferson City, MO 65102 (\$8.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Academic Achievement, \*Academic Records, \*Achievement Rating, Audience Awareness, Elementary Secondary Education, Grades (Scholastic), Parent Teacher Cooperation, \*Report Cards, \*Student Evaluation, \*Teacher Response, Teacher Responsibility, Teacher Role, Teacher Student Relationship Identifiers—\*Writing Contexts

This book offers time-saving tips from teachers on writing effective report card comments. The book presents the best strategies, tips, and lists of useful phrases that encourage children and lists words to avoid. It is a resource that will allow teachers to collect assessment information easily and to describe students' performances clearly and constructively. The book also gives concise advice on how to prompt parents to support learning at home. Following an introduction, the book's chapters are: (1) Report Cards in the Assessment Process; (2) Teachers' Philosophies about Teaching and Kids; (3) Methods for Assessing Students; (4) Tips for Writing Report Card Narratives; (5) Words and Phrases That Work; (6) What Do Parents Want?; (7) Strategies for Resolving Possible Problems; and (8) Guidelines, Formats, Schedules, and Tips. Contains a bibliography. (CR)

**ED 408 583** CS 215 851

Shaughnessy, Michael F. Eastham, Nicholas

**"Righting" the Writing Problem.**

Pub Date—[96]

Note—10p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College English, Computer Assisted Instruction, Computer Software, Higher Education, Instructional Improvement, Student Attitudes, Undergraduate Students, World Wide Web, Writing (Composition), \*Writing Attitudes, Writing Difficulties, \*Writing Improvement, \*Writing Instruction, \*Writing Skills

Identifiers—\*Faculty Attitudes

The problem of college students' writing skills or lack thereof is generally agreed upon in academia. One cause is the inordinate amount of multiple choice/true false/fill in the blank type of tests that students take in high school and college. Not only is there a dearth of actual classes in writing available, few students recognize the need to improve their writing, nor are inclined to invest the time, effort, and energy to do so. While computer spell



and grammar checks only minimally improve writing quality, computer programs such as Aztec, Writer's Options, and others can help improve writing. There is, however, a lack of consensus among educators about the importance of writing and about the steps needed to enhance writing or the awareness of writing as a crucial skill. Instructors may find assistance in helping students learn to write in writing clinics on the World Wide Web. (CR)

**ED 408 584** CS 215 852

van Troyer, Gene

**The Poem in Process: Writing and Revision and Revision and....**

Pub Date—95

Note—12p.

Journal Cit—Annals of Gifu University for Education and Languages; v3 p167-76 1995

Pub Type—Guides - Classroom - Teacher (052) —

Journal Articles (080) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Creative Development, Creative Expression, \*Creative Writing, Higher Education, \*Poetry, Poets, Writing Instruction, \*Writing Processes, Writing Skills

Identifiers—Instructional Models, \*Writing Contexts

This paper discusses, from a personal point of view, the process of writing a poem, from inception through revision to the final product. The intention is instructional for any person who wishes to explore the nature of creative, directed expression in language. Because it is a personal account, however, it is idiosyncratic in nature and possibly not teachable in a broader pedagogical sense. It is a kind of workshop, albeit one which is focused on self-criticism and the intuitive personal evolutionary process through which a poem matures. The paper was written as a self-reflective assessment of the author's own approach to writing and done so as a possible model for others interested in writing and how one individual goes about the process. From an instructional viewpoint, such explanations may provide useful tools for writing poetry, particularly in the case of the novice. (Contains 3 samples of writing with revisions noted; the created poem is appended.) (Author/CR)

**ED 408 585** CS 215 853

Greenbaum, Andrea

**"Wat'cha Think? I Can't Spell?": Constructing Literacy in the Postcolonial Classroom.**

Pub Date—Mar 97

Note—18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Black Dialects, Black Students, \*Classroom Communication, \*Creative Writing, Discourse Analysis, Higher Education, Peer Evaluation, \*Racial Bias, Spelling, \*Student Attitudes, Teacher Attitudes, Writing Instruction, Writing Skills

Identifiers—African Americans, \*Discourse Communities

In a beginning level creative writing class called "Narration and Description," two student-written stories were collectively peer edited during each session. The class was required to read the student texts before class, critique them, and, with the guidance of four assigned student facilitators, discuss the texts with the author and the class. In one text, the author's stylized effort at dialect and the pervasive use of metaphors and similes indicated that he was a literate writer, familiar with the tropes of narration. Yet his paper had a few spelling errors, inadvertent tense shifts, and grammatical inconsistencies—like other stories critiqued that semester. During the peer editing session, one facilitator asked the author if the misspellings were intentional in an attempt to construct black dialect. This offended the author, who angrily replied, "Wat'cha think? I can't spell?" The class divided along racial lines, with the African-Americans accusing the facilitator of racism. This event had

relatively little to do with spelling and much to do with the power to speak from a position of authority, which some students felt they lacked. Analyzing the incident from the standpoint of postcolonialism, one faces the contradictory and paradoxical challenge of attempting to critique, define, evaluate, and ultimately "speak for" the subaltern group, the African-American students in the class. The subjugation of indigenous language is a potent colonizing instrument of oppression. (Contains 14 references.) (CR)

**ED 408 586** CS 215 854

Rodriguez, Carol J. Paddison, John

**The Lyceum Project: Rhetoric and Real World Situations.**

Pub Date—May 97

Note—5p.

Journal Cit—Composition Chronicle: Newsletter for Writing Teachers; v10 n4 p4-7 May 1997

Pub Type—Journal Articles (080)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Audience Awareness, Community Involvement, \*Curriculum Enrichment, Higher Education, \*Language Role, Program Development, Program Implementation, \*Rhetoric, Student Development, Writing Instruction

Identifiers—Academic Discourse Communities, \*Context Dependence, Historical Background, Lecturers, Northern Arizona University, \*Rhetorical Community

In the broadest sense, rhetoric and rhetorical studies are primarily concerned with using language in context and, thus, must focus on the collaborative, negotiated dynamics of discourse and discourse production. These broad principles provided the basis for the "Lyceum Project" (named for the public forum first developed by the Greek Sophists in the fifth century B.C.), recently initiated and developed at Northern Arizona University (NAU). The project was underwritten by an instructional development grant providing funding for lecturers from various fields and professions to speak on the unique characteristics of their own specific discourse situations. The goal was to improve teaching and learning in both the English Composition and English Rhetoric programs at NAU, promoting classroom discussion and enriching students' understanding of course content in the context of real world situations. Among the 7 speakers recruited were the county pretrial services director, a local attorney, a psychotherapist working for a family help center, and the composition director at a major state university. Some speakers were better prepared for public discourse than others, yet student responses to the lectures were fairly similar in overall response to each presenter's credibility and effectiveness. The overall object was to be sure that the lecturers had sparked the students' critical interest. Guidelines have been developed for future lyceum projects. (Contains six references.) (CR)

**ED 408 587** CS 215 862

Anstendig, Linda Meyer, Jeanine

**Researching the Internet in a Writing Class: A Writing Teacher's Role and a Computer Specialist's Role.**

Pub Date—Mar 97

Note—8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Higher Education, Hypermedia, \*Information Sources, \*Internet, Research Projects, Research Skills, Research Tools, Student Centered Curriculum, Student Development, Student Projects, Student Research, Teacher Role, \*Writing (Composition), \*Writing Instruction

Identifiers—\*Research Curriculum

An Internet research project was undertaken by a class of college honors students to see how effectively the Internet could be used for genuine research purposes. The class consisted of 16 students, a mix of freshmen, sophomores, and juniors, enrolled in an advanced writing course whose focus

was different forms of research: I-Search, ethnography, case study, Internet, and a combination of approaches. Students examined some of the resources available and analyzed these sources according to criteria developed together with their instructor. They prepared reports on their findings in the form of a Web, or Hypertext Markup Language (HTML) document, then wrote summaries describing their research process and evaluating their accomplishments. The project was completed in the middle of a semester, over a period of 3 weeks in 5 class periods. Students first completed a questionnaire about their familiarity with computers and the Internet, then were paired up and asked to choose three topics to research. After students completed documents presenting their findings, a class home page was created. Student response was positive. Because in this type of project students are challenged to think about the process as well as the product of their research, opportunities for intellectual growth abound. (CR)

**ED 408 588** CS 215 865

Neal, Maureen

**Demystifying the Job Search: The Candidate's Perspective.**

Pub Date—Mar 97

Note—23p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Business Correspondence, Career Planning, \*College Faculty, Employment Qualifications, \*English Departments, Higher Education, \*Job Applicants, \*Job Search Methods, Rhetoric, Writing Instruction

Identifiers—\*Academic Professions, Employment Initiatives

This paper provides some ideas for those searching for positions in the academic field of English (with emphasis on rhetoric/composition) at small, state-supported liberal arts colleges. It presents information about how searches are initiated and conducted and how candidates might best present themselves while engaged in a job search. Included in the paper are sample institutional job advertisements, copies of cover letters written in response to those job announcements, samples of acknowledgement letters received after materials were sent, several samples of rejection letters from colleges, a sample schedule for an on-campus interview, a handwritten flow chart used to keep track of application materials, handwritten notes used to prepare for an interview at the Modern Language Association convention, examples of successful letters (that is, the application was not rejected immediately), and comments as to why the letters were successful or unsuccessful. (NKA)

**ED 408 589** CS 215 867

Williams, Sue Ellen

**Teachers' Written Comments and Students' Responses: A Socially Constructed Interaction.**

Pub Date—Mar 97

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Classroom Communication, College Students, \*Feedback, Higher Education, \*Student Reaction, Teacher Effectiveness, Teacher Response, Teacher Role, Teacher Student Relationship, \*Writing Evaluation, Writing Improvement, \*Writing Instruction, Writing Teachers

A study examined how 8 writers, both successful and less successful (4 of each), constructed their interpretations of teachers' written comments and what factors influenced their readings of teachers' comments. Subjects, 8 students enrolled in the first semester writing course at Olivet Nazarene Univer-

sity, a small private liberal arts institution, were selected based on Advanced College Test (ACT) English scores (above 25 and below 10), an initial writing sample, and recommendations of 2 participating professors. Among the results indicated were: (1) that 76% of both groups of students interpreted the written comments as the teacher intended; (2) that rhetorical jargon was confusing to the successful writers; (3) that when students read teachers' comments, they were more concerned about meeting the teachers' agenda than communicating for their own purposes; (4) an influence that affected students' responses to teachers' comments was conflicting ideologies; and (5) students' end products did not necessarily represent what they had learned about writing. Findings suggest that dialogue through written response is still an ideal to be realized. (Contains 14 references.) (CR)

**ED 408 590** CS 215 869

Hearn, Pamela Hindman

**Teaching Women's Studies: An Historical Perspective.**

Pub Date—Mar 97

Note—12p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (San Antonio, TX, March 26-29, 1997).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Consciousness Raising, Cultural Context, Feminist Criticism, Higher Education, Intellectual Disciplines, Literary Criticism, Scholarship, Social Attitudes, Student Development, Teacher Role, Teacher Student Relationship, Womens Studies

Identifiers—Educational Issues, Faculty Attitudes, Male Female Relationship, Teaching Perspectives

In the 1970s, the relatively new discipline of Women's Studies was taught by educators whose primary fields were literature, psychology, sociology, or history. One problem that faces many instructors is the double-bind situation that Women's Studies courses are popular, so the dynamic teacher may find herself/himself teaching more courses—sometimes with as many as 120 undergraduates—writing more papers, and attending more conferences. Some students see literary readings such as Doris Lessing's "To Room Nineteen" as an attack on their traditional mothers. Explanation and re-explanation of truths and realities in society, while necessary in the classroom, are energy-draining over a period of time, and can cause instructor fatigue and "burn out." Additionally, evolving consciousness sometimes turns student rage on the instructor; also, the Women's Studies instructor can find herself/himself spending more and more time with more and more students. The final hurdle for many instructors is that Women's Studies is seen as a "mongrel" discipline, which is not helpful in the tenure process. Many academics fail to perceive the legitimacy of feminist literary criticism, but feel that anyone writing in this area can get any article or book published. The vulnerability of courses in Women's Studies to educational budget cuts is another drawback. Those who teach Women's Studies, however, feel that it can go a long way in helping men and women to more completely understand each other and the society which shaped their attitudes. (NKA)

**ED 408 591** CS 215 870

Day, Frances Ann

**Latina and Latino Voices in Literature for Children and Teenagers.**

Report No.—ISBN-0-435-07202-1

Pub Date—97

Note—238p.

Available from—Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912 (\$28).

Pub Type—Books (010) — Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Adolescent Literature, \*Authors, \*Childrens Literature, \*Cultural Context, Elementary Secondary Education, \*Hispanic American Literature, \*Latin American Literature, Recreational Reading, Writing for Publication

ture, Recreational Reading, Writing for Publication

Identifiers—\*Ethnic Literature, Latinas, Latinos

Noting that even though more than 31,000,000 Latina and Latino Americans will live in the United States by the year 2000, their diverse voices have been largely neglected in literature for children and young adults, this book celebrates these voices. The book is a comprehensive reference tool to help fill the gap—a thoroughly detailed guide to Latina and Latino authors. Highlighting the lives and careers of writers whose cultural roots are embedded in a variety of racial, ethnic, regional, and religious traditions, the book not only makes it easier to locate their work, it also provides insights into their writing styles, motivations, and points of view. A section of the book addresses the issues involved in evaluating and selecting books from a pluralistic perspective, providing guidelines for examining books for racist, sexist, classist, ageist, and homophobic attitudes. Altogether, 39 different authors are discussed in the book. Six appendixes (1) list many additional Latina and Latino authors; (2) offer suggestions that activities teachers, parents, and librarians might use with the books to extend the literary experience; (3) list the authors' birthdays so that each unit might be further personalized; (4) supply a calendar of holidays and special days often celebrated in Latin cultures; (5) provide information about additional resources for young people such as magazines, videos, and posters; and (6) offer an extensive bibliography of additional resources for educators, parents, and librarians, such as journals, newsletters, catalogs, and organizations. Four different indexes are provided, including a comprehensive index on themes, curricular areas, genres, and topics. (NKA)

**ED 408 592** CS 215 871

McQuain, Jeffrey

**Power Language: Getting the Most out of Your Words.**

Report No.—ISBN-0-395-71255-6

Pub Date—96

Note—266p.; Foreword by William Safire.

Available from—Houghton Mifflin, 181 Ballardvale Street, Wilmington, MA 01887 (\$11.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—\*Audience Awareness, \*Communication Skills, Expressive Language, Language Role, \*Language Usage, \*Rhetoric, \*Verbal Communication, Writing Strategies

Identifiers—Language Creativity, \*Power Strategies, Speaking Style, \*Word Choice, Writing Style

Aimed at writers, speakers, students, and all who wish to communicate with clarity and strength, this book illuminates the principles of effective word use. It features dozens of helpful guidelines and memorable examples—from Tennessee Williams to Oprah Winfrey, from Demosthenes to Dr. Seuss—that illustrate the basics of choosing words and using rhetoric as well as the subtleties of polishing personal style. The book's introduction presents 4 steps to power language: choose words carefully; use words intentionally; build with words deliberately; and win with words purposefully. Chapters in the book are entitled: (1) Power Tools: How to Choose Words; (2) Power Lines: How to Use Words; (3) Power Structures: How to Build with Words; (4) Power Secrets: How to Win with Words; and (5) Power Future: Language in the Next Millennium. The conclusion presents three more keys which "unlock the deepest sources of power language": respect the audience; apply rules of grammar and usage; and break any rule if more power results. According to the book, the "skeleton key," underlying every other key is to think before writing or speaking. (NKA)

**ED 408 593** CS 215 872

Lodge, David

**The Practice of Writing.**

Report No.—ISBN-0-7139-9173-9

Pub Date—96

Note—350p.

Available from—Penguin Books USA Inc., 375 Hudson Street, New York, NY 10014 (\$24.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—\*Authors, \*Creative Writing, \*Creativity, Drama, \*Fiction, Higher Education, Journal Writing, Literary Criticism, Mass Media, Twentieth Century Literature, \*Writing for Publication, \*Writing Processes

Identifiers—Author Text Relationship, \*Authorship, Narrative Text

With the constant theme of the mysterious process of creativity running through its essays, this book discusses the work of some much admired 20th-century writers—Graham Greene, James Joyce, D.H. Lawrence, Henry Green, Kingsley Amis, Vladimir Nabokov, and Anthony Burgess. The book addresses the situation of the contemporary novelist, both aesthetically and institutionally, and describes the pleasures of the novelistic text. It considers the different techniques required to work on a novel and a screenplay, focusing on the problems that arise between the idea and the performance. Some of the book's essays discuss academic literary studies, including structuralist and post-structuralist critical theory. The dominant emphasis of the book is on the "practice" of writing. The book contains criticism that tries to demystify and shed light on the creative process. It is intended to be of interest and value for students and teachers of literature, creative writing, and media studies, but is also intended for the general reader. It concludes with extracts from the diary the author kept while his play, "The Writing Game" was making its way to the footlights. (NKA)

**ED 408 594** CS 215 873

Bowie, Robert L.

**Future Teachers' Perceptions of Themselves as Writers and Teachers of Writing: Implications for Teacher Education Programs.**

Pub Date—2 Nov 96

Note—86p.; Paper presented at the Annual Meeting of the College Reading Association (40th, Charleston, SC, October 31-November 3, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—Elementary Secondary Education, Higher Education, \*Preservice Teacher Education, \*Student Attitudes, Student Surveys, Writing Apprehension, \*Writing Attitudes, Writing Evaluation, Writing Instruction, Writing Research

Identifiers—Middle Tennessee State University, \*Teacher Writers

A study investigated how future teachers viewed themselves as writers and writing teachers and how these identities were being addressed in teacher education programs. Subjects, 226 student teachers at Middle Tennessee State University, responded to a questionnaire designed to measure both writing apprehension and beliefs about the role and responsibility of all teachers in teaching writing. In addition, 60 teacher education students responded in journal form to questions about themselves as writers. The responses were analyzed for recurring patterns and themes. Teacher education faculty responded to questions related to how and to what extent the identity of the teacher as a writer and a teacher of writing was treated in their respective courses and programs. Results indicated that: (1) future teachers' feelings about writing were heavily influenced by the nature of the writing task and whether the writing was being evaluated; (2) most future teachers desired more writing instruction than they received; (3) future teachers lacked confidence in evaluating the writing of others; (4) the identity of the teacher as a writer and teacher of writing was addressed minimally in teacher preparation programs. Recommendations for improvement of teacher education include allowing for more student choice in writing assignments; using

journals extensively as tools for expression and reflection; reducing writing apprehension through process-oriented approaches; and providing more training for teacher educators interested in developing the writing attitudes and abilities of their students. (Contains 96 references and 5 tables of data. Survey instruments are attached.) (Author/RS)

**ED 408 595** CS 215 874

*Herdman, Natalie K.*

**Community Texts: Bakhtin in the Writing Center.**

Pub Date—Mar 97

Note—12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Ethics, Higher Education, Social Influences, Teacher Student Relationship, \*Tutoring, \*Writing Instruction, \*Writing Laboratories, Writing Processes

Identifiers—Bakhtin (Mikhail), Dialogic Communication, \*Tutor Role

In "Discourse in the Novel," M. Bakhtin notes that writing and speaking are both fundamentally social acts—every utterance "exists in other people's mouths, in other people's contexts, serving other people's intentions" until the writer/speaker is able to appropriate it as her own. As an institution, the writing center enacts the Bakhtinian notion of dialogue through its individualized approach to writing instruction. Yet it simultaneously resists a social view of writing in its constant concern over upholding a student's absolute ownership of his/her text. Even more so than writing instructors, writing tutors have been faced with the ethical problem of negotiating the boundaries between "legitimate collaboration" with a student and "unfair influence" over that student's text. Erring on the side of caution, tutors have typically adopted a "hands off" approach to tutoring by refusing to provide content information that did not originate for the students themselves. Yet in the Bakhtinian model, such distinctions among student's, tutor's, and teacher's ideas are fallacious and possibly damaging, for the dialogic sharing of such ideas is exactly what enables a student to learn. Thus, focusing on the ways in which the Bakhtinian notion of dialogue problematizes the question of textual "ownership" in a writing center context, blurring the boundary between "just tutoring" and "plain cheating." Further, this calls into question the nature of a writing tutorial that challenges the student's ownership of what s/he produces. Contains seven references. (Author/RS)

**ED 408 596** CS 215 875

*Holm, Janis Butler*

**Standard English and Student Anger.**

Pub Date—[97]

Note—7p.

Pub Type—Opinion Papers (120)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Anger, Classroom Techniques, English Instruction, Higher Education, Language Usage, Student Alienation, \*Student Attitudes, \*Student Reaction, \*Teacher Response, Teacher Role, Teacher Student Relationship, Writing (Composition), \*Writing Instruction

Identifiers—Teaching Perspectives

College composition teachers face serious difficulties with student anger in trying to teach writing to poorly prepared students who do not see the need for learning standard English. Most teachers would agree that they are trying to teach writing in a much harsher, less receptive climate produced by powerful social forces over which they have little control. The new intensity of students' anger comes from a population that is waking up from the American Dream. Some guidelines for teacher response are: (1) expect anger; (2) do not assume that the value of what is being taught is self-evident; (3) acknowledge the arbitrary nature of accepted language use; (4) establish a consistent and trustworthy authority;

and (5) keep in mind the difficulty of learning standard English. (CR)

**ED 408 597** CS 215 876

*Donoghue, Mildred R.*

**Literature, Science, and Cooking in the Primary Grades.**

Pub Date—Jun 97

Note—10p.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Annotated Bibliographies, Class Activities, \*Cooking Instruction, Fiction, \*Literature Appreciation, Nonfiction, Primary Education, \*Reading Material Selection, \*Recipes (Food), \*Science Instruction

Identifiers—California, Cook Books, Information Books

Since the balanced literacy program presently mandated in California makes literature an integral part of the curriculum and leaves even less time for study of the sciences, this annotated bibliography provides some recommended literature together with the science concepts that evolve from those books. The bibliography also offers cooking recipes that young children can prepare in a classroom setting—all the recipes relate to the literature titles and the science concepts therein. The fiction and nonfiction titles in the bibliography can be located in publications of the National Council of Teachers of English, the International Reading Association, and/or in one or more of the California literature frameworks. Titles in the bibliography are divided into 3 categories: life sciences (18 titles), earth sciences (19 titles), and physical sciences (12 titles). Attached is a list of six cook books recommended for children. (NKA)

**ED 408 598** CS 215 878

**Integrated Language Arts Course of Study, K-8.**

Idaho State Dept. of Education, Boise.

Pub Date—90

Note—66p.; For related documents, see CS 215 879-881, CS 012 836, and CS 509 533-534.

Pub Type—Guides - Classroom - Teacher (052) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Course Descriptions, Course Objectives, Elementary Education, Grouping (Instructional Purposes), \*Integrated Curriculum, \*Language Arts, Parent Participation, State Curriculum Guides, Student Evaluation, Teacher Education

Identifiers—\*Idaho, Process Approach (Writing)

Delineating the content that must be covered in the elementary schools of the State of Idaho, this guide presents a course of study for instruction in integrated language arts, K-8. Although educators sometimes use the terms interchangeably, the course of study in the guide is not an instructional or curriculum guide—the course of study prescribes what is to be taught; defines the subject in terms of purpose, definition, student goals and objectives; and can be changed only by action of the State Board of Education. After an introduction designed to further enhance understanding of the critical components of the integrated language arts (reading, writing, speaking, listening, and viewing), the guide presents position statements on issues such as appropriate instructional materials, assessment/evaluation, grouping strategies, limited English proficiency, parental involvement, spelling, teacher education, and trade books. The guide next presents six goals and associated objectives for the integrated language arts for each of the grades K-8. The guide then presents a comparison of traditional and writing process methods for teaching basic skills. A textbook evaluation form is attached. (RS)

**ED 408 599** CS 215 879

**Secondary English Language Arts Course of Study.**

Idaho State Dept. of Education, Boise.

Pub Date—91

Note—40p.; For related documents, see CS 215

878-881, CS 012 836, and CS 509 533-534.  
Pub Type—Guides - Classroom - Teacher (052) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Class Size, Computer Assisted Instruction, Course Descriptions, Course Objectives, English (Second Language), \*English Instruction, Parent Participation, Secondary Education, State Curriculum Guides, Teacher Education, Teaching Methods

Identifiers—\*Idaho

Delineating the content that must be covered in the secondary schools of the State of Idaho, this guide presents a secondary English language arts course of study. Although educators sometimes use the terms interchangeably, the course of study in the guide is not an instructional or curriculum guide—it prescribes what is to be taught; defines the subject in terms of purpose, definition, student goals and objectives; and can be changed only by action of the State Board of Education. The guide begins by describing what the study of English language arts is and what an English course is. The paper notes that to be given core graduation credit, every English course must contain the study of composition, language, and literature through reading, writing, speaking, listening, and viewing. The guide then lists the four goals of the course of study. It next describes critical components of the course of study (listening, reading, speaking, viewing, and writing), and presents a statement on class size. The guide then presents brief position statements on issues such as computer-assisted composition instruction, traditional grammar study, instructional materials, instructional strategies, English as a second language, parent/community involvement, student-centered classrooms, teacher education, tracking, and writing across the curriculum. The guide next presents goals and associated objectives for the secondary English language arts course for each of the grades 9-12. Appendixes presents a 7-item sampler of selection tools for multicultural literature, a 41-item list of professional texts for teachers, and a textbook evaluation form. (RS)

**ED 408 600** CS 215 880

*Meeks, Lynn Langer*

**Secondary Journalistic English and Literature I and II Course of Study.**

Idaho State Dept. of Education, Boise.

Pub Date—91

Note—29p.; For related documents, see CS 215 878-881, CS 012 836, and CS 509 533-534.

Pub Type—Guides - Classroom - Teacher (052) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Communication Skills, \*Course Descriptions, Course Objectives, Critical Thinking, \*English Instruction, Integrated Curriculum, \*Journalism Education, \*Literature Appreciation, Secondary Education, State Curriculum Guides, Student Publications, Writing Instruction

Identifiers—\*Idaho

Delineating the content that must be covered in the secondary schools of the State of Idaho, this guide presents a course of study in journalistic English and literature, an integrated course which incorporates literature, composition, and language applied to modern communication skills. Although educators sometimes use the terms interchangeably, the course of study in the guide is not an instructional or curriculum guide—it prescribes what is to be taught; defines the subject in terms of purpose, definition, student goals and objectives; and can be changed only by action of the State Board of Education. The guide begins by describing the philosophy and rationale for the course of study, as well as local applied options, the purpose, and the critical components of the course. It then lists the nine goals (including examine the historical background of communication; learn and apply the writing process; learn methods of journalistic research; and apply English and journalism skills by organizing, designing, and producing a publication) and the associated objectives of the introductory course (grades 9, 10, or 11) and the eight goals (including apply methods of journalistic research, apply logical and critical thinking skills, and learn to plan and



organize a school publication and supervise staff development) and associated course objectives for the production-level course (grades 10, 11, or 12). Contains a 117-item bibliography of journalistic literature and a textbook evaluation guide. (RS)

# ED 408 601 CS 215 881

## Applied English for the Workplace: A Course of Study.

Idaho State Dept. of Education, Boise.

Pub Date—91

Note—47p.; For related documents, see CS 215 878-880, CS 012 836, and CS 509 533-534.

Pub Type—Guides - Classroom - Teacher (052) — Legal/Legislative/Regulatory Materials (090)

### EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Basic Writing, Career Change, Communication Skills, Course Descriptions, Course Objectives, \*English Instruction, Interpersonal Communication, \*Job Skills, Organizational Communication, Secondary Education, State Curriculum Guides, \*Workplace Literacy

Identifiers—\*Idaho

Delineating the content that must be covered in the secondary schools of the State of Idaho, this guide presents a course of study for teaching English language arts for success in the workplace. Although educators sometimes use the terms interchangeably, the course of study in the guide is not an instructional or curriculum guide—it prescribes what is to be taught; defines the subject in terms of purpose, definition, student goals and objectives; and can be changed only by action of the State Board of Education. The guide begins with some background on the development of the Applied English for the Workplace course of study and a letter from the state administrator, which notes that Applied English in the Workplace counts as core English credit and meets the college entrance requirements for an English course. It then presents an introduction and course overview. The guide next presents the goals and associated course objectives for the 15 modules that comprise the course of study. The modules in the guide have been rearranged to provide a logical sequencing for building skill upon skill. Modules include communication in the workplace; gathering and using information in the workplace; participating in groups; communicating to solve interpersonal conflict; upgrading, retraining, and changing jobs; communicating with supervisors; writing and responding to requests; and improving the quality of communication. A list of tech-prep coordinators for teacher training, and a 140-item annotated bibliography of literature selections (nonfiction, poetry, fiction, short stories, and drama) are attached. (RS)

# ED 408 602 CS 215 882

## English 30: Diploma Examination Results—Examiners' Report for January 1997.

Alberta Dept. of Education, Edmonton. Student Evaluation Branch.

Pub Date—Jan 97

Note—9p.; For English 30 Diploma Examination Results, see CS 215 883.

Pub Type—Reports - Research (143)

### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Reader Response, \*Reading Achievement, Reading Comprehension, Reading Tests, Secondary Education, \*Writing Achievement, Writing Evaluation, Writing Tests

Identifiers—\*Alberta, \*Response to Literature

The summary information in this report provides teachers, school administrators, students, and the general public in Alberta, Canada with an overview of results from the January 1997 administration of the English 30 Diploma Examination. The information in the report is most helpful when used in conjunction with the detailed school and jurisdiction reports. The report notes that of the nearly 10,000 students who wrote the January 1997 examination, 96.2% of these students achieved the acceptable standard, and 13.4% of these students achieved the standard of excellence. The report provides statistical data and examiner's comments for the reader's response to literature assignment and the literature composition assignment. It also presents statistical data, examiners' comments, and a discussion of

examination questions on the reading portion that many students answered incorrectly. (RS)

# ED 408 603 CS 215 883

## English 33: Diploma Examination Results—Examiners' Report for January 1997.

Alberta Dept. of Education, Edmonton. Student Evaluation Branch.

Pub Date—Jan 97

Note—9p.; For English 30 Diploma Examination Results, see CS 215 882.

Pub Type—Reports - Research (143)

### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Reading Achievement, Reading Comprehension, Reading Tests, Secondary Education, \*Writing Achievement, Writing Evaluation, Writing Skills, Writing Tests

Identifiers—\*Alberta, \*Response to Literature

The summary information in this report provides teachers, school administrators, students, and the general public in Alberta, Canada with an overview of results from the January 1997 administration of the English 33 Diploma Examination. The information in the report is most helpful when used in conjunction with the detailed school and jurisdiction reports. The report notes that of the nearly 6,000 students who wrote the January 1997 examination, 93.7% of these students achieved the acceptable standard, and 4.5% of these students achieved the standard of excellence. The report provides statistical data and examiner's comments for the personal response to literature assignment, the functional writing assignment, and the response to visual communication assignment. It also presents statistical data, examiners' comments, and a discussion of examination questions on the reading portion that many students answered incorrectly. (RS)

# ED 408 604 CS 215 887

Burdett, Lois Coburn, Christine

## "Twelfth Night" for Kids.

Report No.—ISBN-0-88753-233-0

Pub Date—94

Note—42p.

Available from—Firefly Books, 250 Sparks Avenue, Willowdale, Ontario, Canada M2H 2S4 (\$7.95 Canadian).

Pub Type—Books (010) — Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

### Document Not Available from EDRS.

Descriptors—Classroom Techniques, Creative Expression, Instructional Innovation, Primary Education, Reading Instruction, Student Development, \*Student Participation, Teacher Developed Materials, Teaching Guides, \*Theater Arts, Writing Instruction

Identifiers—Shakespeare (William), \*Twelfth Night

Aimed at primary-age children, this book brings William Shakespeare's "Twelfth Night" to them, recognizing that children, properly guided, will take to Shakespeare's characters and stories like "ducks to water"; in the process they find their inner voices, they collaborate, they improvise, and they communicate. Illustrated with pictures, letters, and music created by young students, the book offers a unique way of teaching writing and reading skills by involving students in Shakespearean plays. (Contains suggestions for uses by teachers and parents.) (CR)

# ED 408 605 CS 215 888

Brodie, James Michael Curry; Barbara K.

## Sweet Words So Brave: The Story of African American Literature.

Report No.—ISBN-1-55933-179-8

Pub Date—96

Note—69p.; Illustrated by Jerry Butler.

Available from—Knowledge Unlimited, Inc., P.O. Box 52, Madison, WI 53701 (\$24.95).

Pub Type—Books (010)

### EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Authors, Black Culture, \*Black Literature, \*Childrens Literature, \*Cultural Context, Elementary Education, \*Literary History, \*Literature Appreciation, Oral Tradition, So-

cial History, \*United States History, United States Literature

Identifiers—\*African Americans, Slave Narratives

This illustrated book introduces readers to African American literature by telling the story of the men and women who contributed to this body of work. The book begins by recounting the Africans' journey into slavery and how they kept their stories alive by telling them to one another, and by handing them down from generation to generation. Although African slaves were forbidden to read and write by their masters, some slaves learned to read, and they then wrote about their lives. One early writer was Phillis Wheatley, who wrote the first book of poetry ever published by an African American. The book profiles Frederick Douglass, discusses the "Jim Crow" laws, and proceeds to consider the works of modern African American writers, such as Langston Hughes, Zora Neale Hurston, Countee Cullen, Richard Wright, Ralph Ellison, Lorraine Hansberry, Gwendolyn Brooks (the first African American author to win the Pulitzer Prize), James Baldwin, Nikki Giovanni, Toni Morrison, and Maya Angelou. Although focused on the literary figures and authors, the book also examines the historical and cultural background of African Americans in today's United States, and shows the influence of Malcolm X and Martin Luther King, Jr. The book concludes with a glossary which explains terms such as abolition, places such as the Cotton Club, and groups such as the Ku Klux Klan and the Black Panthers. A list of selected reading materials about the authors and artists is attached. (NKA)

# ED 408 606 CS 215 889

Fellows, Marian Parkhurst, Christine

## Script Ease: A Step-by-Step Guide from Manuscript to Calligraphy.

Report No.—ISBN-0-9607366-5-4

Pub Date—82

Note—66p.; Illustrated by Helen Gaus.

Available from—Royal Fireworks Publishing Co., Box 399, Unionville, NY 10988 (\$9.99 plus shipping on orders to \$40, add \$4; on orders of more than \$40, add 10%).

Pub Type—Guides - Classroom - Teacher (052)

### Document Not Available from EDRS.

Descriptors—Elementary Education, \*Handwriting, Motor Development, \*Writing (Composition), \*Writing Exercises, Young Children

Identifiers—\*Italic Writing

Designed with children in mind, this workbook lays out the fundamentals of the italic alphabet so that it can be used by teachers and other adults as a guide in teaching children. The workbook is based on the idea that, besides being both "beautiful and readable," the italic alphabet has the advantage of presenting a logical progression from the printed letters to their cursive counterparts. The focus of the workbook is italic handwriting rather than calligraphy, and the majority of the exercises can be written with a regular pen or pencil. The emphasis in the workbook is on practicing each letter individually and some word and sentence practice is included. After an introduction, the workbook is divided into the following sections: Italic Printing (subdivided into letter practice and word practice); The Capitals; Italic Cursive (subdivided into letter practice and sentence practice); Italic with a Broad-Edged Pen (subdivided into letter practice and capital practice); and Guidelines (for the teacher to create his/her own worksheets). (NKA)

# ED 408 607 CS 215 893

Moran, Michael G.

## John Stirling and the Classical Approach to Style in 18th Century England.

Pub Date—Mar 97

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational History, Educational Practices, Elementary Education, \*Instruction-

al Effectiveness, \*Rhetoric, \*Textbook Evaluation  
 Identifiers—Blair (Hugh), \*Classical Rhetoric, Eighteenth Century, Seventeenth Century, \*Stirling (John), Textual Analysis

Most 18th-century rhetoricians viewed style as the expression of a writer's individual character and thought, placing little emphasis on the lists of figures common in many 17th-century rhetorics. John Stirling and others, however, continued the 17th-century tradition that reduced rhetoric largely to style and emphasized classical figures of speech. Stirling's first major book, "A System of Rhetoric" (1733), intended for elementary students, went through about 18 editions and remained in print for 100 years. Its popularity proves that rhetoric was by no means neglected on the elementary level, and it represents an important development in the curriculum as it moved from Latin-based to English-based instruction. It also demonstrates a representative 18th-century pedagogical method for teaching rhetorical figures to young students as tools for analyzing texts. The book began with Stirling's own explanation in English of 94 distinct rhetorical figures; the second part discusses the same figures in Latin. To help memorization of the figures, Stirling's definitions were versified into "distiches," or rhymed couplets. As an additional learning aid, Stirling numbered the name of each figure at the end of the line of poetry in which it was mentioned. In a section labeled "Terms English'd," students are given English terms equivalent to the Greek and Latin ones. Stirling's purpose was not to produce effective speakers or even graceful writers but to make his students better readers of the classics, and to that end, he was successful. (Contains six references.) (NKA)

**ED 408 608** CS 215 895

Comeau, Reginald A.

**Guidelines for Term Papers and Short Essays. Ninth Revision.**

New Hampshire Community Technical Coll., Manchester.

Pub Date—Jan 97

Note—43p.; Best available copy. For the 7th revision, see ED 390 055.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Citations (References), Essays, \*Expository Writing, \*Outlining (Discourse), \*Research Papers (Students), Technical Institutes, Two Year Colleges, Writing Improvement, \*Writing Processes, \*Writing Skills, Writing Strategies

Identifiers—"New Hampshire Technical College Manchester

Organized in eight short sections, this paper presents guidelines for students attending New Hampshire Community Technical College at Manchester for writing term papers and short essays. The paper's sections are: (1) Outline (outlining the paper's contents); (2) Setting the Parameters (containing a definition of a term paper); (3) Sections of a Paper (noting how to begin a paper and describing its major sections); (4) Text Format; (5) Documentation (what and how to document, with examples); (6) Bibliographic Format (for books, print materials other than books, secondary sources, audiovisual sources, electronic/magnetic media, and online databases); (7) Charts, Diagrams and Illustrations; and (8) Paginating the Paper. Appendices contain a sample title page, short paper tiling, sample optional page of contents, and sample bibliography. (SR)

**ED 408 609** CS 215 897

McFadyen, Kay K.

**Multi-faceted Performance Evaluation: The Role of Teaching Dossiers.**

Pub Date—Jun 97

Note—21p.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Higher Education, \*Performance Based Assessment, \*Portfolio Assessment, Portfolios (Background Materials), \*Self Eval-

uation (Individuals), Teacher Effectiveness, \*Teacher Evaluation

Identifiers—Educational Issues

Operating within a milieu of social, political, and economic change, educators are under increasing pressure to provide information about their instructional efforts. As instructors are called upon to do different types of teaching and to conduct their teaching differently, evaluation procedures must also address these changes. Self-appraisal offers significant opportunity to address environmental changes in post-secondary institutes. Teaching dossiers (also called portfolios or folios) are a method of self-evaluation which offer a mechanism for educators to move beyond static conceptions of effective teaching to reflective and reliable models of performance evaluation. (Contains 20 references and a table listing types of performance evaluation. Appendixes present figures illustrating aspects of multi-faceted performance evaluation and multi-faceted teaching dossier.) (Author/RS)

**ED 408 610** CS 215 898

Dodd, Anne Wescott

**Parents' Beliefs: The Assumptions about the Nature of Teaching and Learning That Underlie the Practices They Prefer for the High School English Classroom.**

Pub Date—27 Mar 97

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Case Studies, \*English Instruction, Grade 11, High Schools, Instructional Improvement, \*Parent Attitudes, \*Parent Participation, \*Teacher Behavior, \*Teaching Styles

Identifiers—Maine

To improve student performance, educators have recently adopted non-traditional classroom practices. Yet, as media reports and some research indicate, parents may favor traditional practices. A descriptive case study examined the beliefs of a representative sample of 25 parents of students in grade 11 who studied English in a heterogeneously-grouped American Studies course in a small high school in Southern Maine. Findings suggest that parents' beliefs may not be as traditional as many educators may think and that differences are not always related to social and economic class or educational background. Yet because beliefs are complex and not often explored, parents' expressed preferences or opposition to certain classroom practices can be easily misunderstood. This paper discusses some aspects of these beliefs to show why educators should involve parents in the process of changing instructional practices. Contains 30 references and 2 tables of data. (Author/RS)

**ED 408 611** CS 215 899

Rendleman, Danny

**Resources and Strategies for Writing Program and Community Collaboration.**

Pub Date—Mar 97

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Community Education, \*Community Involvement, Higher Education, Mentors, \*Partnerships in Education, \*School Community Relationship, Student Participation, Teacher Role, Writing (Composition), \*Writing Teachers

Identifiers—Community Ties, \*University of Michigan Flint

Composition professors are in a valuable and enviable position to create a fairly wide range of collaborative opportunities between the college and the community. It is a natural extension of the collaboration engendered in classrooms, writing centers, and departments. These collaborative projects with the community provide a lot of "bang for the

bang," with usually no more investment than what it costs to purchase a laser printer for a middle school magazine, bookstore certificates for mentors, or a contest prize or two. Institutions gain publicity, community identity, and prestige, along with the chance to recruit new students. University students gain in mentoring experience, resume line items, sometimes money, and certainly in self-confidence. One project, the K-12 Partnership Grant, is funded by an annual fund at the University of Michigan-Flint financed by alumni donations and community gifts, with a range of activities including African stories; experiments, journal writing and a science fair in biology, chemistry, physics, and earth science; Latin American culture; robotics; a young authors workshop; and an essay anthology. For the young authors workshop, for example, 26 university students, enrolled in English 412, Writing for Middle and Secondary School teachers, designed portfolio workshops for middle school students. This culminated in publication, hands-on networked computer revision, and preparation for the Michigan Educational Assessment Program. (Contains a checklist for college community projects.) (CR)

**ED 408 612** CS 215 900

Sullivan, Helen Sernoff, Linda

**Research Reports: A Guide for Middle and High School Students.**

Report No.—ISBN-1-56294-694-3

Pub Date—96

Note—128p.

Available from—Millbrook Press, 2 Old New Milford Road, Brookfield, CT 06804 (\$16.90).

Pub Type—Books (010) — Guides - Classroom - Learner (051)

**Document Not Available from EDRS.**

Descriptors—Intermediate Grades, Middle Schools, \*Research Papers (Students), Research Projects, \*Research Skills, Research Tools, Secondary Education, Student Projects, \*Student Research, \*Technical Writing, \*Writing Skills

Identifiers—Writing Topics

This comprehensive, all-inclusive guide to creating research reports is intended for use by secondary and middle school students. The easy-to-read, easy-to-follow guide will show the student how to: choose a topic for that is broad enough to offer many options for research, but narrow enough for thorough research; proceed with the research, take notes, and arrange them in the most useful way; devise a logical, well-organized outline that will easily guide the student's writing; compile and format a bibliography and source notes; edit, revise, and proofread the report; and present the final report for best results. Also included in the guide are the ins and outs of on-line research, tips on using a word processor to produce the report, thorough directions to source note and bibliography item formatting, a sample report, and a glossary of research terms. (NKA)

**ED 408 613** CS 215 901

Ellis, Monica

**How Dialectic Journals Were Used and Conceptualized in a Grade Three Social Studies Class.**

Pub Date—[97]

Note—8p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classroom Research, Classroom Techniques, Foreign Countries, Grade 3, \*Instructional Improvement, \*Journal Writing, \*Learning Strategies, Primary Education, \*Social Studies, \*Student Journals, Student Reaction, Teacher Response

A study examined the use of dialectic (Learning) journals in a grade 3 social studies class during the 1993-94 school year. The topic was "Communities Need Each Other," and categories used for the journals were: (1) What I Learned; (2) What It Means; (3) What It Means To Me and My Family; and (4) What It Means To The World. The eight subjects wrote their own journal entries in groups of four to five. Results indicated that the children saw their journals as a source of enjoyment and the teacher

saw the journals as helpful as an evaluation tool. Findings suggest that the dialectic journals were very helpful as a tool to guide the subjects in the reflection, reshaping, and extension of their learning in social studies. (Contains three references.) (CR)

ED 408 614

CS 215 903

Nemioanu, Anca M.

# The Vanishing Narrator: Repositioning Stories of Personal Experience.

Pub Date—Mar 97

Note—28p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Discourse Analysis, Expository Writing, Higher Education, Personal Narratives, \*Writing Instruction, \*Writing Processes, Writing Research

Identifiers—\*Academic Discourse, Chafe (Wallace), \*Consciousness

The narrative of personal experience is considered in this paper as a canonical discourse genre from which various forms of expository patterns can be derived in a move towards decontextualized academic discourse. More specifically, the paper analyzes the multi-draft transition from a narrative of personal experience to a classification. The analysis in the paper is based on W. Chafe's (1994) recent approach to discourse analysis, using the concept of consciousness, with its need for orientation and point of view, and its relationship to the production of language. The paper makes the claim that a consciousness-based analytic tool represents a crucial link between linguistic analysis and composition pedagogy viewed as literate action. Contains 19 references and a figure listing the modes and functions of consciousness. (RS)

ED 408 615

CS 215 905

Akintunde, Omowale

# The Effect of Using Rapping To Teach Selected Musical Forms to Urban African American Middle School Students.

Pub Date—Apr 97

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—\*Black Students, \*Instructional Effectiveness, Intermediate Grades, Junior High Schools, Middle Schools, \*Music Education, Rhythm (Music), Self Esteem, Student Attitudes, Urban Education

Identifiers—\*African Americans, Middle School Students, Missouri (Saint Louis County), \*Rap Music

A study determined the effects of a pedagogical approach using rap music on the learning of musical forms among urban African American youth and whether there were differential effects among students of different levels of self-esteem. Urban African American youth (n=66) from the St. Louis County Public Schools who were enrolled in general music classes at Brittany-Woods Middle School served as participants. Two randomly chosen classes formed the control group and 2 randomly chosen classes formed the experimental group. All participants were in grades 6 through 8. Participants were divided into high, middle, and low self-esteem groups. For the control group, traditional procedures (lecture, listening, etc.) were used to teach students binary, ternary, and verse/refrain forms. The researcher also composed 3 songs in binary, ternary, and verse/refrain form respectively. The experimental group was instructed in the same manner as the control group with the exception that the 3 researcher-composed examples were rapped to a pre-recorded rhythm soundtrack, and students were allowed to move rhythmically to the beat and perform as a "human beat box." A researcher-designed test was then administered to those in both experimental and con-

trol groups, and students made written comments regarding rap as a pedagogical device. Results indicated no significant differences between the experimental and control groups, but student comments suggest that the use of rap music was highly appealing. (Contains 18 references and 2 tables of data. Appendixes present the researcher-composed songs and students' comments.) (Author/RS)

ED 408 616

CS 215 910

Jones, Rhonda

# Producing a School Newsletter Parents Will Read!

Report No.—ISBN 0-9641008-3-5

Pub Date—96

Note—133p.

Available from—Image Control, P.O. Box 231302, Sacramento, CA 95823 (\$17.95 plus \$3 shipping/handling).

Pub Type—Guides - Non-Classroom (055) — Reference Materials - General (130)

Document Not Available from EDRS.

Descriptors—\*Audience Awareness, Editing, Elementary Education, \*Layout (Publications), \*Newsletters, \*Organizational Communication, \*Parent Participation, Parent School Relationship, Planning, Production Techniques, Readability

This guide to producing a readable, appealing, and interesting school newsletter is intended for teachers, administrators, and secretaries who might be intimidated and overwhelmed by the task of newsletter production. The guide will help school professionals write, design, and produce a school newsletter that will reach today's busy and over-committed parents. It provides directions for creating a newsletter from start to finish, with lots of ideas in between. In addition, it includes a variety of newsletter samples, news-gathering forms, and resources to facilitate production tasks. The guide also considers common mistakes made by school editors and the selection of the best computer software for newsletter production. Following an introduction, chapters in the guide are: Benefits of a School Newsletter; Obtaining Readership; Planning Your Newsletter; Developing Your Editorial; Layout and Design; Putting It All Together; Printing Your Newsletter; Distribution; and Five Newsletter Samples. An appendix includes a resource list, a glossary of terms, forms/fliers, a resource catalog, book ordering information, and customized services. (NKA)

ED 408 617

CS 215 913

Pierce, Joyce And Others

# Motivating Reluctant Writers.

Pub Date—May 97

Note—74p.; M.A. Project, Saint Xavier University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Action Research, Cooperative Learning, Grade 4, Grade 5, Intermediate Grades, Parent Attitudes, \*Student Motivation, \*Writing Attitudes, Writing Exercises, \*Writing Improvement, \*Writing Instruction, Writing Research

Identifiers—Illinois (Chicago Suburbs), \*Reluctant Writers, \*Writing Motivation

This report describes a program for motivating reluctant writers. The targeted population consisted of one fourth-grade and four fifth-grade classrooms in three elementary schools. All three schools were located in the western suburbs of Chicago, Illinois. The problems of reluctant writers were documented with timed writing samples, student and parent surveys, standardized test scores, and teacher observations. Analysis of probable cause data indicated that reluctant writers experience difficulties due to the following factors: spelling and handwriting problems; poor mechanical skills; lack of motivation; previous writing failure; or a fear of exposing their feelings. Indications are that some students have a conviction that writing is a mystery; it is like a secret that is never revealed to them. Therefore, they would rather give up than risk failure. A review of solution strategies suggested by knowledgeable others, combined with an analysis

of the problem setting, resulted in the development of a writing program that encompassed a variety of authentic writing experiences. Student writing was documented in individual portfolios. Cooperative writing activities were used to increase production, skills, motivation and confidence in writing. Post-intervention data indicated an increase in positive attitudes towards writing, increased student motivation, and confidence in writing. These behaviors were observed by the researchers, parents, and the students; the attitudes were expressed through surveys and enthusiasm in daily work. (Contains 16 references, and 1 table and 2 figures of data; appendixes contain survey instruments, writing prompts, numerous student forms, a peer revision checklist, and a writing observation checklist.) (Author)

ED 408 618

CS 215 914

Page, Miriam Dempsey

# Clifford Geertz and Beyond: The Interpretive Interview/Essay and Reflexive Ethnography.

Pub Date—Mar 97

Note—15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Autobiographies, \*Cultural Context, Essays, \*Ethnography, Higher Education, Instructional Innovation, \*Interviews, \*Language Role, Personal Narratives, \*Research Methodology, Story Telling

Identifiers—Authorship, \*Geertz (Clifford), \*Interpretive Research, Writing Thinking Relationship

In "The Uses of Diversity," the interpretive anthropologist, Clifford Geertz, says that it is impossible to completely get inside the point of view of another culture. Geertz contends, however, that despite multiple voices in the growing body of reflexive ethnographies there is still an author composing the work. Besides Geertz, reflexive ethnographies have been elaborated by Paul Rabinow, Marjorie Shostak, Kirin Narayan, and others. In another form of reflexive ethnography, the interpretive interview/essay, the culture is learned about through stories, autobiographies, and personal narratives—the author visibly interacts with the "storyteller." The interview can lean toward the formal or be conversational; it can be a dialogue between two people or among a network of people, but the author/interviewer is still the initiator and still has the last word. The interpretive interview/essays that students at the University of Puerto Rico at Mayaguez write are similar to reflexive autobiographies, but with some differences: the subject or subjects being interviewed can be alive or dead, literal or fictional. Students are not given topics, only rhetorical stimulus, so they may be creative with the concept and the interaction within the form. What has happened as reflexive ethnography has become a respected body of anthropological literature is a change in what constitutes valid science. The interpretive interview/essay is an attempt by reflexive ethnographers and others to invite through form and language better understanding of what it means to be human. (Contains 12 references.) (NKA)

ED 408 619

CS 215 915

Chapman, Chris And Others

# Student Interest in National News and Its Relation to School Courses. Statistics in Brief.

Westat, Inc., Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—NCES-97-970

Pub Date—Jul 07

Note—11p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, Intermediate Grades, \*Mass Media Use, \*News Media, Racial Differences, Secondary Education, Sex



Differences, \*Student Attitudes, \*Student Behavior, \*Student Characteristics, Tables (Data) Identifiers—National Household Education Survey

A study investigated how differences in student characteristics might affect the relationship between heightened interest in national news and news-seeking behavior. Data were taken from the Youth Civic Involvement component of the 1996 National Household Education Survey. Telephone interviews were conducted with 8,043 students in grades 6 through 12. Results indicated that: (1) about half of the students had taken a course that required them to pay attention to government, politics, or national news during the current school year; (2) participation in such courses was higher for females than males, and higher for Black students and White students than Hispanic students; (3) no differences were found among students attending public or private schools; (4) 65% of students who took at least one course during the last 2 years reported their interest in politics and national issues increased "some" or "a good deal"; (5) no differences existed in interest in national issues associated with taking a current events course for gender, among racial/ethnic groups, or by the type of school attended; and (6) students who took a course and reported that their interest increased as a result were more likely to seek news in other ways than were students who took such courses that did not generate increased interest or students who did not take such a course in the last 2 years. Future research should continue to explore the role of education in preparing young people for responsible citizenship. (Contains 11 references, 3 tables, and a figure of data.) (RS)

**ED 408 620** CS 215 918

*Tchudi, Susan*

**Women's Education: The Rhetoric of History and Serious Purpose of the Naugatuck Women's Study Club.**

Pub Date—Mar 97

Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Females, \*Independent Study, \*Learning Activities, Lifelong Learning, \*Self Directed Groups, Self Motivation, \*Social History, \*Womens Education

Identifiers—Knowledge Acquisition, Study Groups, \*Womens Clubs

Established in 1894, the Naugatuck (Connecticut) Women's Study Club is an example of the women's groups that seemed to spring up simultaneously in the late 19th century across the United States. Founded for the purpose of "promoting general intelligence and culture," these clubs were established by pillars of the community and included the wives of ministers, doctors, and other professionals. Women would get together to enlarge their worlds through the study of books—primarily those focused on the arts, literature, and history. The Naugatuck club began its first year with a study of "travel"—Italy was the country chosen and Genoa, the first city "visited." Like other study clubs, at Naugatuck the women researched and wrote papers to be presented to the membership, and at times, discussions, musicales, and dramatic presentations were included as part of the yearly schedule. Naugatuck celebrated its 100th anniversary in 1994 and boasts members of 40 and 50 years duration—it bears examination to study how women exercise leadership, value education, find ways to educate themselves, and see their educations as part of their larger living in and contributing to the world. In the case of Naugatuck, the women are serious and committed to their learning. These study clubs continue to provide a special way of relating for women, of talking to one another, of exploring, of placing priority on intellectual activity as a unique aspect of experience. It will perhaps provide another alternative view of women's ways of knowing. (NKA)

**ED 408 621** CS 509 508

*Greenstreet, Robert W.*

**Women in Intercollegiate Forensics: Experiencing Otherness.**

Pub Date—Nov 96

Note—26p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Debate, \*Females, Higher Education, Intercollegiate Cooperation, Persuasive Discourse, Public Speaking, Sex Bias, Sex Differences, \*Sex Discrimination, Sex Fairness, Sex Role, \*Student Participation

Identifiers—Debate Tournaments, Discourse Communities, \*Gender Issues, Patriarchal Societies

The intercollegiate forensics community appears less receptive to women than it is to men. Women report a variety of positive and negative gender-based experiences in intercollegiate forensics. Positive experiences tend to include women into the intercollegiate forensics community or to allow women to include others in the community. Negative experiences tend to exclude women from the forensics community or to label them as "other" in the activity. Positive gender-based experiences reported by these subjects include: (1) expressions of gratitude or recognition; (2) mentoring; (3) access through quotas; (4) consciousness raising; and (5) nurturing and demonstrations of personal concern. Negative gender-based experiences reported by these subjects include: (1) sexual harassment; (2) sexism; (3) discrimination in employment; (4) lack of support and failure to recognize the problem; (5) aggression and conflict; and (6) overemphasis on competition. The claim is supported that women mature morally toward an ethic of caring and inclusion. It is also suggested that the intercollegiate forensics community may operate as a patriarchy. (Contains 50 references.) (Author/CR)

**ED 408 622** CS 509 509

*Greenstreet, Robert*

**Students and Intellectual Life: An Historical Perspective.**

Pub Date—Nov 96

Note—21p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).

Pub Type—Historical Materials (060) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Colleges, Debate, \*Educational History, \*Educational Practices, \*Extracurricular Activities, Higher Education, Intellectual Development, Public Speaking, Student College Relationship, Student Development, Student Interests, Student Motivation, \*Student Organizations, \*Student Participation

Identifiers—Historical Background, \*Literary Societies

When colleges were first organized in what would later become the United States, they were far different from those in existence today. Students matriculated, enrolled, and graduated in lock step through a prescribed 4-year curriculum. Colleges functioned not so much to encourage intellectual development as to foster moral piety. Topics and sides for student orations were assigned, including the manner of argument. Students wishing to conduct research were allowed to do so during only the 1-2 hours per week that the facility was open to them. Students developed an outlet which enabled them to engage in intellectual pursuits of their own choosing through their own methods. College literary societies provided students with an outlet for debating, public address, dramatic, literary, journalistic, and governance energies. From the founding of Harvard's Spy Club in 1719 through the end of the 19th century (though their heyday was 1800-1875). Societies also provided a healthy competitive rivalry on campus, spurring members to greater effort than many displayed toward curricular pur-

suits. Important contributions of literary societies include curricular reform, especially in the area of debate and public address, student publications and student government, service-oriented circulating libraries, and intercollegiate debate and forensic programs. The popularity of literary societies shows that students will sometimes put forth an amazing effort to learn what they consider to be relevant. (Contains 15 references.) (CR)

**ED 408 623** CS 509 511

*Becker, Becky K.*

**Beyond the Popular and Politically Correct: Multicultural Education and the Reform of Theatre Pedagogy.**

Pub Date—Nov 96

Note—18p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Classroom Techniques, Cognitive Style, Cultural Pluralism, \*Curriculum Development, Educational Practices, Higher Education, Instructional Improvement, \*Instructional Innovation, \*Multicultural Education, Teaching Styles, \*Theater Arts

Identifiers—Reform Efforts

Multicultural education is still a relatively new trend in the American system of higher education. As with any new pedagogy, there is a tendency to reduce the genuine possibility of educational reform to mere superficiality—good intentions lacking substance. Behind the "camouflage" of politically correct language and actions, individuals need not admit their attitudes of racism, sexism, and classism. In contrast, multiculturalism seeks to acknowledge such attitudes by providing a space where open dialogue and learning can occur. Assuming that multiculturalism is a worthwhile goal, then the role of teacher takes on a new meaning—teachers are called to become cultural reformers. As educators become aware of various learning styles and possible tendencies among specific cultures or groups, they can make adjustments to accommodate a variety of learners. Changes can be made within a dramatic literature course for undergraduate theater majors and minors. Areas of concern in discovering an individual teaching style that conforms to the needs of multicultural education are: including variety in the classroom, which recognizes different learning styles; developing a classroom democracy; and posing questions concerning culture and human relationships. Some possibilities for teaching dramatic literature are: student-led discussions of play texts; student presentations on culture represented in the texts; in-class readings of dramatic texts; student panel discussions concerning issues within the text; and student journals to be shared periodically with the class. (Contains 11 references.) (CR)

**ED 408 624** CS 509 513

*Gustafson, Robert L. Thomsen, Steven R.*

**Merging the Teaching of Advertising and Public Relations Campaigns onto the Information Superhighway.**

Pub Date—Aug 95

Note—19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (78th, Washington, DC, August 9-12, 1995).

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Advertising, Classroom Techniques, \*Curriculum Development, Higher Education, \*Internet, \*Online Systems, \*Public Relations, Teaching Guides

Identifiers—American Association for Higher Education, Curriculum Management

The American Association for Higher Education is interested in how computers and online communication technologies can help contribute to the teaching and learning process. There are ways, the organization believes, for professors to incorporate

online services into their courses without having to rethink their approaches to teaching. This paper raises the issue as to whether advertising and public relations curricula have kept up with the advances in this technology. The paper discusses the need for, and the merits of, incorporating the Internet and related services into the teaching of campaigns and techniques courses and offers some classroom applications. Contains 24 references. (Author/RS)

ED 408 625

CS 509 514

Marin, Naomi

# **Intercultural Challenges for Foreign Students into the Stressful Journey of Graduate School.**

Pub Date—Nov 96

Note—28p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

## **EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Cultural Context, Cultural Differences, \*Foreign Students, \*Graduate Students, Graduate Study, \*High Risk Students, Higher Education, Individual Development, \*Intercultural Communication, \*Language Role, Learning Modalities, Learning Problems, Sociocultural Patterns, Speech Communication Identifiers—Academic Discourse Communities

Graduate students have long expressed difficulties adapting to different expectations graduate schools place upon them. Foreign students pursuing knowledge in the field of speech communication encounter cultural difficulties. Foreign graduate students are students at risk because they become a central locus for cultural tensions in relation to: (1) educational systems and values; (2) sociocultural and linguistic norms appropriate for graduate programs of study; and (3) ways these students construct and reconstruct their identities. Comparing and contrasting educational views from back home becomes a serious tension for graduate students at risk. Language also has a powerful impact on modalities in which these students establish themselves as competent scholars. Another cultural tension refers to assessing levels of appropriateness and significance for responses in class discussion and written form. Grading criteria is yet another. Sociocultural interpretations of interactions with faculty and peers, ability to negotiate confrontation on specific issues, and possible misinterpretation of socially acceptable behaviors represent sources of stress. Redefining or reconstructing an individual's cultural identity in another cultural context presents another challenge. To what extent does stress due to cultural tensions remain with these foreign graduate students after they have accomplished their goals of professionalism? How can they overcome perceived cultural barriers and gain confidence? By studying how the stressful journey of graduate programs offers accounts of intercultural communication, this line of research can illustrate even more significantly the necessity of intercultural communication for a global perspective of the 21st century. (Contains 27 references, and 30 notes.) (CR)

ED 408 626

CS 509 516

Zoch, Lynn M. And Others

# **The School Public Relations Practitioner: Indicator or Outlier?**

Pub Date—Nov 96

Note—25p.; Paper presented at the Annual Meeting of the Speech Communications Association (82nd, San Diego, CA, November 23-26, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

## **EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Attitude Measures, Elementary Secondary Education, Mail Surveys, Occupational Surveys, \*Public Relations, Questionnaires, School Districts, School Surveys Identifiers—\*Practitioners, \*Professional Concerns, Survey Research

A study was conducted which focused on public relations practitioners in school districts in a southern state. It used survey research to investigate sev-

eral questions relating to public relations role enactment, hierarchical level of the public relations function, salary, job satisfaction, and encroachment into public relations. Questionnaires were sent to all 91 school districts in the state, with 47 returned of which 44 were usable, for a response rate of 48%. Results indicated that school public relations practitioners fulfill both the manager and technician roles equally, although it is responsibilities relating to the management function that seem to provide the most satisfaction. Women tend to be less active in the manager role. The public relations function reports directly to the school superintendent. There is a relationship between sex and salary in school district public relations and, with women, experience is negatively correlated with salary. Finally, there is a high level of encroachment into the public relations function in school districts. (Contains 36 references.) (Author/NKA)

ED 408 627

CS 509 518

Eldred, Jean Parker

# **Incorporating Experiential Learning in the Teaching of the Nonverbal Communication Course.**

Pub Date—24 Nov 96

Note—22p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

## **EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Active Learning, Classroom Techniques, \*Experiential Learning, Higher Education, \*Instructional Improvement, Learning Activities, Learning Experience, Learning Modalities, Learning Strategies, \*Nonverbal Communication, Student Needs, Student Participation, Teacher Attitudes

Identifiers—Learning Environments

Active learning results in better comprehension and retention of course concepts than passive learning. Experiential exercises (EE's) are a valuable means of achieving the goals of active learning. Well conceived EE's require, among other things, that the student: (1) engage in the gathering of concept-related behavioral data; (2) write a report which analyzes and evaluates collected data from the experience; and (3) participate in a classroom discussion of the experience. Objections to the inclusion of experiential learning in courses concern lack of available classroom time, lack of perceived academic value of exercises, and demands for preparation and grading time. Among benefits accrued by students using EE's and written reports in the nonverbal communication course are personal experience with operation of principles and concepts in their everyday lives and active critical processing of academic nonverbal concepts and principles, resulting in enhanced student learning of nonverbal skills. Benefits accrued by teachers using EE's and written reports in this course include, among others: enhanced insight into the students' grasp of concepts; generation of examples personally relevant to students; and more active student participation. Some of the criteria for selecting and creating meaningful EE's are: specific, concrete identification of the conceptual learning goals the exercise should achieve; identification, modification, or creation of EE's which effectively produce the desired student learning goals; and creation of clear directions for conducting the EE to ensure students' understanding. (Contains 10 references; suggestions and examples of EE's are appended.) (CR)

ED 408 628

CS 509 519

McCormick, Linda And Others

# **Supporting Children with Communication Difficulties in Inclusive Settings: School-Based Language Intervention.**

Report No.—ISBN-0-02-379272-8

Pub Date—97

Note—\$45p.

Available from—Allyn and Bacon, Order Processing, P.O. Box 11071, Des Moines, IA

50336-1071 (\$49.33).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

## **Document Not Available from EDRS.**

Descriptors—Augmentative and Alternative Communication, \*Communication Disorders, Cultural Differences, Early Childhood Education, \*Early Intervention, Evaluation Methods, \*Inclusive Schools, \*Language Acquisition, \*Language Impairments, Parent Participation, Special Needs Students, Teaching Guides, Theory Practice Relationship, Young Children

Identifiers—Ecological Assessment

Preparing language interventionists and special education teachers to work with colleagues and families on collaborative teams in public school settings, this book provides basic procedures for intervention for all children with language and communication difficulties, with hands-on activities to give students practice in applying the procedures. The book combines and synthesizes educational inclusion for learning with environmental supports for language acquisition. Chapters in the book are: (1) "Introduction to Language Acquisition" (Linda McCormick); (2) "Language Theory and Practice" (Diane Frome Loeb); (3) "Characteristics of Students with Language and Communication Difficulties" (Linda McCormick and Diane Frome Loeb); (4) "Working with Families" (Nancy Robinson); (5) "Policies and Practices" (Linda McCormick); (6) "Diagnostic and Descriptive Assessment" (Diane Frome Loeb); (7) "Ecological Assessment and Planning" (Linda McCormick); (8) "Language Intervention and Support" (Linda McCormick); (9) "Language Intervention with Infants and Toddlers" (Ken M. Bleile); (10) "Language Intervention in the Inclusive Preschool" (Linda McCormick); (11) "Facilitating Literacy in Young Children" (Mary Ross Moran); (12) "Special Needs of Young Children with Severe Disabilities" (Mary Jo Noonan and Elin Siegel-Causey); (13) "Supporting Augmentative and Alternative Communication" (Linda McCormick); and (14) "Children with Culturally Diverse Backgrounds" (Betty H. Bunce). A glossary of pertinent terms is included. (RS)

ED 408 629

CS 509 520

Weinbaum, Batya

# **Pedagogy and Ethnicity: The Practice of Performance as Exemplified in the Teaching of Shange and Butler.**

Pub Date—Mar 97

Note—14p.; Paper presented at the Joint Popular Culture Association/American Culture Association Meetings (San Antonio, TX, March 26-29, 1997).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

## **EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Classroom Techniques, \*Ethnicity, Higher Education, \*Instructional Effectiveness, Multicultural Education, \*Reader Response, Student Development, \*Teacher Behavior, Undergraduate Students

Identifiers—African Americans, \*Butler (Octavia), Learning Environments, Performance Studies (Speech), \*Shange (Ntozake)

Great theoretical debate has occurred in whether a teacher not of the same biological origin of the author of a text can do justice to the literature of another ethnic or racial group in the class. However, mainstream public university students of largely white populations feel themselves "indoctrinated" in classrooms which have the aim of accomplishing diversity. Reader response theory can be embodied in the practice of performance of selected texts to resolve this problem. The skilled teacher can then deftly move from the students' own presentations to theoretical and historical perspectives, and bypass or subsume resistance in attitudes. Students learn by doing in group work. They report actually beginning to feel like the characters and get a better sense of the author's words. (Contains 20 references.) (Author/RS)

ED 408 630

CS 509 522

Dawes, Pamela Anne

# **"Scent"ory Perception.**

Pub Date—Nov 96

Note—6p.: Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Higher Education, Instructional Effectiveness, \*Interpersonal Communication, Journal Writing, Learning Modalities, Perception Tests, \*Perceptual Development, \*Sensory Experience, Sensory Training, Student Reaction, Teaching Guides

Identifiers—Odors, \*Olfactory Discrimination, \*Olfactory Stimuli

Olfactics and an individual's perceptions of different scents play an important role in interpersonal communication. People first notice the feeling or emotion they get from a particular odor before thinking of it cognitively, first recognizing whether it is pleasant or unpleasant. The determination of whether a scent is pleasant or unpleasant is based on past experience or perception of that particular scent. An exercise was developed to impress upon students the importance of the olfactory sense. The instructor selects a variety of scents that students cannot quickly recognize and puts the physical ingredients in bags. The bags are passed around the classroom and students then record their responses in a writing journal. Questions to answer may include: (1) How did you feel about this activity?; (2) Did any of the scents evoke a powerful feeling, thought, or reaction?; (3) What other scents evoke pleasant or unpleasant memories?; and (4) What is the significance of your sense of smell to interpersonal communication. (Sample activity directions are attached.) (CR)

ED 408 631

CS 509 525

Weisser, Christian

Edifying Teachers in the Networked Classroom.

Pub Date—Mar 97

Note—20p.: Paper presented at The Annual Joint Meetings of The Popular Culture Association/ American Culture Association (San Antonio, TX, March 26-29, 1997).

Pub Type—Opinion Papers (120) — Speeches/ Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Classroom Environment, Computer Assisted Instruction, \*Computer Mediated Communication, \*Computer Networks, Cultural Context, Higher Education, \*Student Empowerment, Student Reaction, Teacher Attitudes, Teacher Role

Identifiers—\*Liberatory Learning, \*Technology Role

Most instructors today feel that using computers in classrooms to create electronic forums automatically results in a more egalitarian setting, but technology can become an effective cloak for otherwise oppressive practices. These settings can potentially reinscribe dominant ideologies, stifling students rather than empowering them. These classrooms can be the sites of liberatory learning, but not without informed and implemented pedagogies. A more critical interpretation of technology is the first step. The hierarchical arrangement of design and programming, the value of English as the primary language of computer users (ASCII), and other less obvious examples all show a system that supports a dominant culture and further distances students who are from the margins of race, class, and gender. One solution is to develop an awareness of the asymmetrical relations of power implicit in collaboration and to learn to negotiate, in new ways and with new understandings, the spaces occupied for such work. By presenting and exposing the diverse, often conflicting views found in networked settings, students learn how to read and interpret conflicts, confrontations, and alternatives in the classroom and in their lives. In networked settings, teachers should involve themselves in discussions rather than monitor or suppress conversations they feel are inappropriate. Exploring conflicts inside the class-

room allows edifying teachers to keep spaces open for conversation, pushing both students and teachers to new levels of understanding and acceptance. (Contains 15 references.) (CR)

ED 408 632

CS 509 526

Boyko, Carrie, Comp. Colen, Kimberly, Comp.

Hold Fast Your Dreams: Twenty Commencement Speeches.

Report No.—ISBN-0-590-50956-X

Pub Date—96

Note—238p.

Available from—Scholastic Inc., 2931 McCarty Street, Jefferson City, MO 65102 (\$10.95).

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—\*Audience Awareness, \*College Graduates, \*Commencement Ceremonies, \*Graduation, Higher Education, \*Persuasive Discourse, Public Speaking, \*Speeches, Student Educational Objectives

This anthology contains 20 commencement addresses delivered by prominent and successful Americans from many different fields of endeavor—all the addresses have in common an understanding of the audience's thoughts and feelings at the important moment of a college graduation. Each speech in the anthology is preceded by a brief biography of the speaker. Speeches in the anthology come from Arthur Ashe, Robert D. Ballard, Ken Burns, Jimmy Carter, Ben Cohen, Marian Wright Edelman, Robert Fulghum, Cathy Guisewite, Daniel K. Inouye, Billy Joel, Florence Griffith Joyner, Wilma Mankiller, Ralph Nader, Katherine D. Ortega, Colin Powell, Carl Sagan, Jonas Salk, Dr. Seuss, Neil Simon, and Gloria Steinem. (NKA)

ED 408 633

CS 509 527

Frymier, Ann Bainbridge And Others

Does Making Content Relevant Make a Difference in Learning?

Pub Date—Nov 96

Note—28p.: Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).

Pub Type—Reports - Research (143) — Speeches/ Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Research, Communication Research, Higher Education, \*Relevance (Education), Student Attitudes, \*Student Motivation, \*Teacher Behavior, Teacher Role

Identifiers—Communication Behavior, \*Teacher Immediacy

Instructors search for methods to enhance students' motivation and learning. Immediacy and relevance have been linked to increased motivation in the classroom. A study extended research by A. Frymier and G. Shulman (1995) that found immediacy and relevance to be associated with one another. A 2 (high and low immediacy) by 2 (high and low relevance) experimental design was used to investigate the interaction between immediacy and relevance and their impact on motivation and learning. Results indicated that immediacy had a significant impact on motivation and learning, while relevance did not. Contains 21 references and a table of data. (Author/RS)

ED 408 634

CS 509 528

Chen, Guo-Ming

A Review of the Concept of Intercultural Sensitivity.

Pub Date—Jan 97

Note—14p.: Paper presented at the Biennial Convention of the Pacific and Asian Communication Association (Honolulu, HI, January 1997).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Research, Definitions, Empathy, Higher Education, \*Intercultural

Communication, \*Intercultural Programs, Research Needs, Self Esteem

Identifiers—\*Cultural Sensitivity, Research Suggestions

The development of a "global village" strongly demands the ability of intercultural sensitivity between people for survival in the 21st century. Due to current lack of study on the subject, this paper aims to: (1) provide a conceptualization of intercultural sensitivity; (2) specify the role intercultural sensitivity plays in intercultural training programs; (3) delineate the components of intercultural sensitivity; and (4) critique and suggest directions for future study in this line of research. As a result, a working definition of intercultural sensitivity is generated. The components of intercultural sensitivity examined include: self-esteem, self-monitoring, open-mindedness, empathy, interaction involvement, and non-judgment. In addition, the paper discusses confusion among intercultural awareness, intercultural sensitivity, and intercultural competence and suggests future directions for research in intercultural sensitivity. Contains 72 references. (Author)

ED 408 635

CS 509 529

Sun, Wei Chen, Guo-Ming

Dimensions of Difficulties Mainland Chinese Students Encounter in the United States.

Pub Date—Jan 97

Note—15p.: Paper presented at the International Conference in Cross-Cultural Communication (6th, Tempe, AZ, March 1997).

Pub Type—Reports - Evaluative (142) — Speeches/ Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Research, \*Cultural Awareness, Cultural Differences, \*Culture Conflict, \*Foreign Students, Higher Education, \*Intercultural Communication, Interviews, Language Role, Questionnaires, \*Student Adjustment

Identifiers—\*Chinese People, \*Cultural Adjustment, Students as Subjects

A study examined the difficulties Mainland Chinese students encountered in the process of adjusting to American culture. Subjects were 10 Mainland Chinese students enrolling in a mid-size public university, 8 females and 2 males. The length of time in America was from 10 months to 3 years, the average age was 27.9, and 6 were married. In-depth interviews were conducted and information was collected using a questionnaire containing 13 open-ended questions focusing on significant events during subjects' cultural adaptation. From the recurring themes of answers, results indicated that 3 dimensions of difficulties subjects encountered were: lack of language proficiency; a deficiency in cultural awareness; and academic achievements. Findings suggest that, for the latter, differences in Chinese teaching and learning styles, with which they were accustomed, and American ones produced difficulties. Also the lack of experience in handling the American University environment was a problem. Suggestions for future research include finding the relationship between these 3 dimensions and examining the strategies Mainland Chinese students use to cope with problems in intercultural adjustment. (Contains 29 references.) (Author/CR)

ED 408 636

CS 509 530

Chen, Guo-Ming

The Impact of TV Viewing Motivations on Psychological and Sociocultural Adjustment.

Pub Date—May 97

Note—11p.: Paper presented at the Annual Meeting of the International Communication Association (Montreal, Quebec, Canada, May 22-26, 1997).

Pub Type—Reports - Research (143) — Speeches/ Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Foreign Students, Higher Education, \*Mass Media Role, \*Social Adjustment,



## 42 Document Resumes

\*Student Motivation, Television Research, \*Television Viewing  
Identifiers—\*Cultural Adjustment, New England, Students as Subjects

A study examined the impact of TV viewing motivations on 126 Asian students' psychological and sociocultural adjustment. Subjects were enrolled in a midsize university in the New England area. TV viewing motivation was measured by A. M. Rubin's TV Viewing Motivations Scale. Psychological adjustment was measured by W. Zung's Self Rating Depression Scale, D. Russell, L. Replau, and C. Cutrona's Loneliness Scale, and B. Rohrich and J. Martin's Satisfaction Scale. Sociocultural adjustment was measured by A. Furnham and S. Bochner's Social Difficulty Scale. Results from Pearson product-moment correlations and stepwise multiple regression analyses showed relationships between TV viewing motivations and psychological and sociocultural adjustment. For future research on cross-cultural adjustment, participants should not be limited to students but extend to other samples such as business people, diplomats, volunteers, and their spouses. (Contains 46 references and 2 tables of data.) (Author/RS)

**ED 408 637** CS 509 531

Chaney, Ann L. Burk, Tamara L.

**Teaching Oral Communication in Grades K-8.**  
Report No.—ISBN-0-205-18938-5

Pub Date—98

Note—325p.

Available from—Allyn and Bacon, Order Processing, P.O. Box 11071, Des Moines, IA 50336-1071 (\$28.95).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—Class Activities, Classroom Environment, Communication Apprehension, Elementary Education, Evaluation Methods, \*Listening, \*Speech Communication, \*Speech Instruction, Student Evaluation

Identifiers—Authentic Assessment, \*Communication Competencies, \*Oral Communication Across the Curriculum, Speaking and Listening across Disciplines

Focusing exclusively on the art and science of oral communication for grades K-8, this book explains fundamental concepts in contemporary oral communication instruction and suggests practical strategies for implementing a competency-based approach to oral communication in an integrated classroom setting. The book also emphasizes oral communication as a process that involves both speaking and listening; outlines specific competencies and authentic assessment methods for speaking and listening; includes exercises to help create a safe and inclusive classroom, along with tools to identify communication apprehension; and provides specific oral communication exercises for K-2, 3-5, and 6-8 for use in integrated language arts programs. Chapters in the book are: (1) Positioning Oral Communication within the Language Arts; (2) The Importance of a Communication-Friendly Classroom; (3) Building Oral Communication Competency in a Variety of Contexts; (4) Focus on Listening; (5) Authentic Performance Assessment: Evaluating Oral Communication Competency; (6) Making the Most of Your Language Arts Textbook; (7) Exercises and Activities for Grades K through 2; (8) Exercises and Activities for Grades 3 through 5; (9) Exercises and Activities for Grades 6 through 8; and (10) Competitive Speech and Debate, Moot Courts, and Activities with Community Involvement. An appendix describes developing an oral communication lab and resource center. (RS)

**ED 408 638** CS 509 532

Walker, Albert, Ed.

**PR Bibliography, 1997.**

Report No.—ISSN-0363-8111

Pub Date—97

Note—252p.; For the 1996 edition, see ED 397 459.

Available from—JAI Press Inc., 55 Old Post Road No. 2, Box 1678, Greenwich, CT 06836-

1678 (\$32.50).

Journal Cit—Public Relations Review; v23 1997

Pub Type—Reference Materials - Bibliographies (131)

**Document Not Available from EDRS.**

Descriptors—Administration, Annotated Bibliographies, Business Communication, \*Ethics, Higher Education, Labor Relations, Marketing, Mass Media, \*Media Research, \*Public Relations, Speech Communication, Writing Skills

Identifiers—Crisis Management, Professional Concerns, Research Synthesis, Visual Communication

Based on searches of nearly 200 periodicals as well as publishers' flyers and brochures from 30 major publishing houses and university presses, this annotated bibliography presents a representative collection of books and journal articles related to the knowledge and practice of public relations published in 1996. The annotated bibliography is subdivided into 36 categories, including business credibility and ethics; business responsibility; speech communication; visual communication; radio/TV; community relations; crisis management; education; employee relations; history; international relations; law; management; marketing; public relations schools; research; and writing techniques. An alphabetical list of the journals searched is attached. (RS)

**ED 408 639** CS 509 533

Meeks, Lynn Langer

**Fundamentals of Communication: A Course of Study for the Mandated One Credit Speech Course.**

Idaho State Dept. of Education, Boise.

Pub Date—91

Note—17p.; For related documents, see CS 509 534, CS 215 878-881, and CS 012 836.

Pub Type—Guides - Classroom - Teacher (052) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Communication Skills, Course Descriptions, Course Objectives, \*Interpersonal Communication, \*Listening, Secondary Education, \*Speech Communication, \*Speech Instruction, State Curriculum Guides

Identifiers—\*Idaho

Delineating the content that must be covered in the secondary schools of the State of Idaho, this guide presents a course of study for a full-semester course designed to help students better understand the complexities of the communication process and succeed in a world of interaction. Although educators sometimes use the terms interchangeably, the course of study in the guide is not an instructional or curriculum guide—the course of study prescribes what is to be taught; defines the subject in terms of purpose, definition, student goals and objectives; and can be changed only by action of the State Board of Education. The guide begins by briefly discussing the philosophy, critical components, recommendations on class size and grade level at which the course is taught. The guide then lists the critical components (communication process, human relations skills, listening, and speech preparation and delivery) and goals for the course of study, followed by a detailed list of course objectives associated with each of the goals. A textbook adoption evaluation guide is attached. (RS)

**ED 408 640** CS 509 534

**Drama/Theater Arts: Course Outline and Description.**

Idaho State Dept. of Education, Boise.

Pub Date—91

Note—10p.; For related documents, see CS 509 533, CS 215 878-881, and CS 012 836.

Pub Type—Guides - Classroom - Teacher (052) — Legal/Legislative/Regulatory Materials (090)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Aesthetic Values, Course Descriptions, Course Objectives, Creative Expression, Secondary Education, State Curriculum Guides, Student Participation, \*Theater Arts

Identifiers—\*Idaho

This guide presents a course outline and description of drama/theater arts that satisfies Idaho state

graduation requirements for humanities. After a brief description of the philosophy of such courses, the guide describes the critical components that drama/theater course must significantly deal with: aesthetic perception, creative expression through performance, historical and cultural appreciation, and aesthetic valuing and appreciation. The guide then presents detailed goals (including develop a working knowledge of being perceptive and selective in observing and responding to a physical state of being; express feelings and meaning through pantomime skills; understand and use the mechanics of acting; evaluate a theatrical activity as a mirror of the human condition; and develop an appreciation for the cooperative nature of theater) and associated course objectives for each of the critical components described. (RS)

**ED 408 641** CS 509 535

Craig, Deborah

**Postmodern Perspectives and Burkean Clusters in Higher Education: The Analysis of a Mission Statement.**

Pub Date—Nov 96

Note—27p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Audience Awareness, Cluster Analysis, \*Conflict, \*Cultural Context, Higher Education, Institutional Mission, Liberal Arts, \*Mission Statements, \*Rhetorical Criticism, \*Small Colleges

Identifiers—Burke (Kenneth), Deconstruction, Multiple Texts, Postmodernism, \*Power, \*Rhetorical Stance

This paper analyzes the mission statement of a small liberal arts college: (1) to establish a rationale for examining a mission statement from a postmodern perspective, which will aid in the understanding of the context within which the mission statement and accompanying goals were developed and produced; (2) to clarify the multiple voices and readings of the rhetorical act, by identifying the ultimate terms used in the act and the clusters associated with them; and (3) to identify conflicts among various voices in the statement. The paper examines the statement and goals by deconstructing the text, context, and readers of the rhetorical act. Using Kenneth Burke's method of discovering ultimate terms and cluster analysis, the paper identifies terms directed at specific readers. And, through the enlightened lens produced by the deconstruction and cluster analysis, the paper discusses the conflicts of power existing in the mission statement. It points out that the college studied developed a statement of their "new" mission and goals as an introduction to the revised general education curriculum package intended to "take students into the 21st century." The paper finds that, in presenting a text to serve multiple readers, the message is diluted, occupying a dual position of change and tradition. The paper notes that those involved in the production of the rhetoric of higher education must realize the rhetorical implications that offer them either success or failure as they present themselves to the multiple voices that constitute modern society. Contains 29 references. (NKA)

**ED 408 642** CS 509 536

Mhehe, Edith George

**The Role of the School Administrator in Conflict Management.**

Pub Date—[97]

Note—25p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Role, \*Administrators, Conflict, \*Conflict Resolution, \*Educational Administration, Elementary Secondary Education, Higher Education, Organizational Communication

Identifiers—\*Conflict Management

Educational administrators cannot avoid interacting daily with diverse groups of people including

teachers, students, parents, school boards, and the community around the school. Each of these groups has its own problems, needs, views, expectations, and demands which often conflict with the ideals, demands, and views of others in the educational enterprise. Diagnosing conflict in a given situation is the basis for choosing an appropriate management strategy. There is no one best way of managing conflicts in educational organizations. There are, however, a number of ways, each suited to circumstances in a particular situation. Most literature suggests the basic principle in choosing a way of managing conflict is to use the approach most likely to minimize destructive aspects and to maximize the opportunity for organizational growth and development. To a very large extent, leaders' conflict mediation/management role is one of the most commonly performed, doing a great deal of work at unrelated pace, yet, never sure when they have succeeded, or when their whole organization may come down around them because of some miscalculation of which they will have initiated another conflict. (Contains 34 references.) (RS)

**ED 408 643** CS 509 537

**Children's Film Programming: A Handbook.**

Gallery Association of New York State, Inc.

Report No.—ISBN-0-917846-06-0

Pub Date—92

Note—100p.; Funding by the New York State Council of the Arts.

Available from—Highsmith Press, P.O. Box 800, Fort Atkinson, WI 53538 (\$15 plus shipping/handling).

Pub Type—Guides - Non-Classroom (055) — Reference Materials - General (130)

**Document Not Available from EDRS.**

Descriptors—\*Childhood Interests, Children, Elementary Secondary Education, Family Involvement, \*Films

Identifiers—\*Childrens Films, Expressive Learning, \*Film Programming, Film Viewing

Directed at the staffs of art institutions, community centers, libraries, historical societies, and schools, this practical guide is intended to help in the selection and use of films for children. "Film," in this handbook refers to 16mm films presented in public screenings—not videotape versions of films, and not material originally produced in video form. The guide contains clear and concise suggestions from expert film selectors and programmers on how to convey the variety and creativity of independent film to young viewers. Chapters in the guide and their authors are, as follows: (1) Programming for Specific Age Groups (Linda Artel); (2) Film and Art Activities for Children (Dara Meyers-Kingsley); (3) Using Independent Film with Children (Susan Leonard); (4) Multicultural Programming for Children (Marlina Gonzalez); (5) Programming Experimental Films for Children (Bill Brand); (6) Film Selection and Programming for Children in Public Libraries (Marilyn Iarussio); (7) Programming for Family and Community Involvement (George Konder); (8) Film and Museum Education (Marie Hewett); (9) Working with Distributors (Margaret Cooper); (10) Setting up a Film Screening Room (Bob Brodsky and Toni Treadway); and (11) A Filmhandler's Checklist (John Kuiper). A directory of film distributors is attached. (NKA)

**ED 408 644** CS 509 539

Platke, Marilee J.

**The Elementary School Play: Creative Experiences for Stage or Video.**

Report No.—ISBN-0-87879-906-0

Pub Date—90

Note—61p.

Available from—Academic Therapy Publications, 20 Commercial Boulevard, Novato, CA 94949 (\$10 plus \$3 shipping/handling; accompanying video, \$25 plus \$3 shipping/handling).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Acting, Class Activities, \*Creative Dramatics, Creative Expression, \*Drama, Elementary Education, Interpersonal Competence,

Production Techniques, Student Developed Materials, Student Participation

Identifiers—\*Drama in Education

This book provides easy-to-follow procedures for producing a play in an elementary school classroom. The book discusses choosing a play, casting, coaching, costumes, sets, and props. The process described in the book begins with simple creative dramatics that can be done easily in class, and then moves on to small group activities that continue to develop expressive and social skill abilities as well as boost self-confidence. After an introduction, sections of the book are Play Production...Just for the Fun of It?; Videotape vs. Stage Production; Choosing the Play; Creative Dramatics; Developing an Original Play; Casting and Coaching; Costumes, Sets, and Props; The Final Act: The Performance. An appendix presents 4 plays—the first developed by a group of sixth graders using the methods in the book, and the remaining three developed primarily to teach values and manners in special education and remedial reading classes but suitable in regular classes as well. Contains 13 references. (RS)

**ED 408 645** CS 509 540

Diven, William A.

**In Search of Awareness: An Instructor's Text for Stimulating Oral and Written Communications.**

Report No.—ISBN-0-9645032-9-8

Pub Date—93

Note—96p.

Available from—Unique Crafts by Diven, 1945 Carlyle Drive, Las Cruces, NM 88005 (\$12.95).

Pub Type—Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—Class Activities, \*Communication Skills, Discussion (Teaching Technique), Higher Education, Instructional Innovation, \*Language Skills, Nonverbal Communication, Questioning Techniques, Secondary Education, Student Attitudes, \*Student Motivation, Teaching Guides, Writing Exercises, \*Writing Instruction

Identifiers—Socratic Method, Speaking Writing Relationship, Student Awareness Programs, \*Writing Motivation

This instructional text is intended as an alternate motivational guide to teaching English composition. It consists of the use of the question-and-answer, open discussion approach—resembling to some extent, the Socratic method. None of the program's units contain techniques for teaching the grammatical aspects of writing, but every unit encourages students to express themselves freely on a wide range of subjects related indirectly to the matter of writing, and to some extent, speaking. The program aims to expand each student's horizons of awareness, stimulate his/her creativity, motivate him/her to communicate with greater enthusiasm and imagination, and introduce him/her to methods of enriching content. Writing activities (a paragraph at the conclusion of each unit) have been incorporated within the text of the program's units to give the instructor the opportunity to determine each student's capabilities without needing excessive volumes of paperwork. After an introduction and some instructions the 13 units are as follows: (1) "Informal Survey—A Point of Inquiry"; (2) "Origin of Communications—Contact!"; (3) "Alphabet—Building Blocks"; (4) "Unspoken Language—Silent Messenger"; (5) "Vocabulary—Opening the Gate"; (6) "Punctuation—A Slight Pause"; (7) "Letter Writing—A Lost Art"; (8) "Poetry Plus—Painting with Words"; (9) "Communicating with Each Other—Garbled Messages"; (10) "Publications—War of Words"; (11) "Further Inquiry—Expanding the Horizons"; (12) "A Point of View (Attitudes)"; and (13) "Purposes—Motivational Aspects of Writing." A final project, sample forms, a problem inventory guide, and a remedial guide conclude the program. (NKA)

**ED 408 646** CS 509 541

McDowell, Earl E.

**An Exploratory Study of Interpersonal Communication Competence: Assessing Perfor-**

mance in Selection Interviews of Day and Extension Students.

Pub Date—13 Apr 97

Note—20p.; Paper presented at the Annual Meeting of the Central States Communication Association (St. Louis, MO, April 10-13, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Age Differences, Communication Research, \*Communication Skills, Comparative Analysis, \*Employment Interviews, Extension Education, Higher Education, \*Interpersonal Communication, Social Status

Identifiers—\*Communication Competencies, Self Report Measures

A study determined the relationships among interpersonal communication competence, communicative flexibility, and rhetorical sensitivity and whether there are difference among gender groups, age groups, and class groups in rating these dependent measures. Subjects, 78 students enrolled in one of 4 sections of an upper-division undergraduate interviewing course at a large Midwestern university, completed 3 self-report measures. Results indicated significant relationships among all variables. In addition, significant differences occurred between gender groups and between age groups in rating the communication flexibility variable. Results also indicated that extension students were rhetorically sensitive, more flexible, and perceived greater communication competence, as well as being rated more positively by their interviewer than day students. (Contains 16 references and 4 tables of data. Appendixes present the 3 self-report measures.) (Author/RS)

**ED 408 647** CS 509 542

McDowell, Earl E.

**An Investigation of the Resume and Employment Interview in the Hiring Process of Faculty Members.**

Pub Date—Apr 97

Note—38p.; Paper presented at the Annual Meeting of the Central States Communication Association (St. Louis, MO, April 10-13, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*College Faculty, Communication Research, \*Employment Interviews, Higher Education, \*Personnel Selection, Questionnaires, \*Resumes (Personal), Sex Differences, Teacher Surveys

Identifiers—\*Faculty Attitudes

A study examined the importance of various factors of the academic resume and employment interview from the perspective of university faculty members. Subjects, 130 assistant, associate, and full professors randomly selected from the faculty of a midwestern university, completed the Revised Academic Selection Process Questionnaire. Overall, the results indicated that publications and references were the most important items on the academic resume, while communication skills, intelligence, and credibility were the most important criteria for evaluating candidates. Results also indicated specific perceptual differences between gender groups and among academic rank groups for the search committee's responsibilities regarding academic employment interviewing. (Contains 52 references and 8 tables of data.) (Author/RS)

**ED 408 648** CS 509 543

Sanderson, Cami M. Jorgensen, Jerry D.

**To Touch or Not To Touch: An Examination of Tactile Communication between College Student and Professor.**

Pub Date—[97]

Note—23p.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Analysis of Variance, \*Classroom Communication, Communication Research, Higher Education, \*Interpersonal Communication, Student Reaction, Teacher Response,

\*Teacher Student Relationship, Undergraduate Students

Identifiers—Appropriateness Measurement, Communication Behavior, Physical Contact, Response Patterns, Students as Subjects, \*Tactile Communication, \*Touching

A study examined the perceptions of appropriate-ness regarding four types of touch between college students and professors. Subjects included 382 students, 108 men and 202 women, enrolled in a basic speech communication course at a large midwestern university. Using video depictions, an analysis of variance was conducted exploring differences in responses using gender and dyadic combinations. The four categories of touch were support, compliance, attention-getting, and affection. The arm region around the elbow was the area for the placement of touch used in the study. Results indicated that differences exist between male and female respondents based on the type of touch being used and, when compared with the other categories, the support touch was viewed as the most appropriate by both males and females. Males found the attention-getting and the compliance touches as less appropriate than females did. Both males and females found the affection touch as the least appropriate. Also identified were differences in whether touches originated from a male or female professor to a male or female student. Findings suggest that differences do exist. Future research could examine different relationships i.e., other personal or professional relationships. Different categories of touches could also be examined, and more contextual study on the issue of touch is needed. (Contains 41 references and 2 tables of data.) (Author/CR)

ED 408 649 CS 509 546

Murphy, Jane Tucker, Karen

Stay Tuned! Raising Media-Savvy Kids in the Age of the Channel-Surfing Couch Potato.

Report No.—ISBN-0-385-47690-6

Pub Date—96

Note—280p.

Available from—Bantam Doubleday Dell Publishing Group, Inc., 1540 Broadway, New York, NY 10036 (\$11.95; Canada, \$16.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Audience Response, Educational Opportunities, Emotional Development, Intellectual Development, Internet, \*Mass Media Role, Optical Data Disks, \*Parent Child Relationship, \*Parent Role, \*Television Viewing, \*Videotape Cassettes

Identifiers—\*Family Communication, Learning Environment, \*Media Literacy, New Media

This book offers advice and specific guidelines for making the most of the learning and entertainment potential of video and the new media. It shows how parents can carefully select and use TV programs, videos, and the new media to enhance their children's intellectual and emotional growth—liberating parents from TV "guilt." Chapters in the book are: (1) It's More Than Eye Candy: Plug into Your Kid's Viewing and Discover Video's Value; (2) Who's Got the Remote: Video and Parenting; (3) Is TV Only for Dessert?: Video as Part of Daily Life; (4) No Guns, No Sex, No Swearing, and They Want to Watch It Again?: How to Select What to Watch; (5) Homework for Parents: Research Can Lead to Buried Treasure; (6) Rewind and Play Again: A Fresh Look at What Kids Do while the TV's On and How What's on Influences Them; (7) Just the Ticket To Talk: How Videos Can Trigger Meaningful Discussion; (8) Telefuture Is Here: The New Media; and (9) We're the People: Advocate for Meaningful Kids' Media. Included is a section on additional resources. Contains a bibliography. (NKA)

ED 408 650 CS 509 547

Conville, Richard L.

Interpersonal Communication, Communication Learning, and Community Service: Course Outline, Readings, and Procedures.

Pub Date—3 Apr 97

Note—6p.; Paper presented at the Annual Meeting of the Southern States Communication As-

sociation (Savannah, GA, April 2-6, 1997).

Pub Type—Guides - Classroom - Learner (051) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Community Involvement, Cooperation, \*Course Descriptions, Helping Relationship, Higher Education, Honors Curriculum, \*Interpersonal Communication, Journal Writing, Partnerships in Education, Research Papers (Students), \*Service Learning, \*Student Participation, \*Student Volunteers, Tutoring

Identifiers—\*University of Southern Mississippi

This paper presents a course outline, a list of required readings, and procedures for "Narrative, Community, and Communication," an honors class at the University of Southern Mississippi. The paper explains that the course focuses on volunteer community service—the idea being to place the student in a setting of genuine need to help build up the community by helping a person that the student would not normally be around. The paper gives examples of types of community service, instructions to keep a journal of the experiences, an explanation of what is expected for the final paper, a sample of a typical segment of the 7 2-week segments, and a course framework. (CR)

ED 408 651 CS 509 549

Joseph, Donna

Improving Conversational Skills of Language Impaired Students through Cooperative Learning.

Pub Date—May 97

Note—57p.; M.A. Project, Saint Xavier University. Appendices contain light and broken print.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Action Research, Communication Research, \*Communication Skills, \*Cooperative Learning, \*High School Students, High Schools, Language Impairments, Program Descriptions, Program Effectiveness, Speech Therapy

Identifiers—\*Conversation, Illinois (Chicago Suburbs)

An action research project implemented a program for improving the conversational skills of language impaired high school students. The students attended high school in a northwest suburb of Chicago, Illinois. Poor conversational skills in the language impaired students were documented through teacher observation, teacher assessment, and self-assessment. Analysis of probable cause data indicated that physically based deficits, visual misperceptions, lack of linguistic sophistication, and expressive language deficits may have resulted in conversational skill deficits. Also mentioned were lack of understanding of social relations and lack of familiarity with social role variables expressed in language in their community. A review of solution strategies suggested by knowledgeable authorities indicated a variety of strategies. The method chosen was a collaborative therapy model for speech and language therapy to deliver a social skills program in conversation using cooperative learning groups. Post-intervention data indicated an increase in the frequency and quality of student communication with peers and adults. Data also indicated an increase in students' relationships involving conversation. A post-intervention parent survey reported greater sociability at home. (Contains 22 references and 6 tables of data; appendices contain rules of conversation; a conversation rubric; advice on eye contact, speaking volume, staying on a conversation topic, and starting and ending a conversation; listening strategies; a teacher observation checklist; a parental release form; and a parent observation rubric.) (Author/RS)

ED 408 652

EA 028 114

Ben-Peretz, Miriam

Systemic Reform in National Assessment: The Determination of Policy and Its Relation to Practice.

Pub Date—Sep 95

Note—17p.; Paper presented at the European Conference on Educational Research (Bath, England, United Kingdom, September 14-17, 1995).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Admission (School), Educational Assessment, Foreign Countries, Graduation Requirements, High Schools, Participative Decision Making, \*Policy Formation, \*Politics of Education, \*Student Evaluation, Student Placement, Unions

Identifiers—\*Israel

Students in Israel who wish to enter institutes of higher education are required to hold a matriculation certificate. Matriculation exams are therefore high-stake and stressful. In 1993 the Minister of Education appointed a committee to consider reforming the matriculation policy. This paper describes the political and societal aspects of the policy reform—the complexities of translating policy into everyday practice and of resolving contradictory dynamics. Data were gathered through participant observation of committee meetings: interviews with committee members, the Minister of Education, high-level officials, principals, teachers, parents, and students; and document analysis. The paper focuses on the dependence of systemic reform on the interaction among several antecedent conditions and factors in the policymaking process (time, interactional synchrony, and commitment) and the synergetic effects of different modes of implementation. Although at one point consensus seemed unattainable, the committee engaged in a deliberation process that ended in consensus, reflecting compromise and a practicality ethic. The committee adopted two complementary modes of implementation: (1) the revolutionary mode, in which centralized authority designates a national lottery that decides which three subject areas will not be tested; and (2) the evolutionary mode, in which 22 high schools participate in an ongoing consultation pilot program. (Contains eight references and one figure). (LMI)

ED 408 653

EA 028 346

Seddon, Terri, Ed.

Pay, Professionalism, and Politics: Reforming Teachers, Reforming Education. Australian Education Review No. 37.

Report No.—ISBN-0-86431-171-0

Pub Date—96

Note—222p.

Available from—Australian Council for Educational Research Ltd, 19 Prospect Hill Road, Camberwell, Melbourne, Victoria, 3124, Australia (\$34.95 Australian).

Pub Type—Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, Foreign Countries, Labor Demands, \*Labor Force Development, Labor Relations, Negotiation Impasses, \*Policy Formation, \*Politics of Education, Professional Training, \*Rewards, Teaching (Occupation), \*Training Allowances, Unions

Identifiers—\*Australia

In the late 1980s a new concept entered the educational lexicon in Australia—"award restructuring," or paid training leave for teachers. However, by 1993 the term had disappeared from public view. What began as a new politics of work developed into a complex debate about governance and leadership in Australian education. This book documents both the public and less visible processes in teacher-award restructuring. The book presents the views of state government teacher employers, teacher union officials, and academics in education, and evaluates the outcomes and the long-term significance of the movement. Chapters include the following: (1) "Approaching Teacher Award Restructuring" (Terri Seddon); (2) "The Context of



Teacher Award Restructuring" (Terri Seddon); (3) "Teacher Award Restructuring in New South Wales" (Geoff Baldwin and Fenton Sharpe); (4) "Award Restructuring—the Teaching Profession" (Sharan Burrow); (5) "Award Restructuring in Schools: Educational Idealism Versus Political Pragmatism" (Max Angus); (6) "Award Restructuring: A Catalyst in the Evolution of Teacher Professionalism?" (Barbara Preston); and (7) "Whatever Happened to Teacher Award Restructuring?" (Terri Seddon). Two figures, two tables, and an index are included. (LMI)

**ED 408 654** EA 028 353

Caine, Renate Mummala. Caine, Geoffrey.

**Education on the Edge of Possibility.**

Association for Supervision and Curriculum Development, Alexandria, VA.

Report No.—ISBN-0-87120-282-4

Pub Date—97

Note—287p.

Available from—Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314-1453 (Stock No. 197021; \$16.95 member price; \$20.95 non-member price).

Pub Type—Books (010) — Opinion Papers (120)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Educational Innovation, Elementary Secondary Education, Holistic Approach, Instructional Effectiveness, \*Instructional Improvement, \*Instructional Innovation, Learning Theories, \*Systems Approach, Theory Practice Relationship

Identifiers—\*Brain Based Learning

This book describes the implementation of a learning theory based on a holistic interpretation of brain research in two schools—Dry Creek Elementary School (Rio Linda, California) and Park View Middle School (Yucaipa, California). It describes how these two schools engaged in a process of restructuring based on changing mental models. Data were gathered from more than 100 hours of video and audio documentation and a questionnaire sent to schools and educators. Section 1 deals with the changes in the collective philosophy as the new sciences, systems thinking, and comparable developments in other fields replace a Newtonian frame of reference. The new view is that reality is much more fluid, less predictable, and far more interconnected than previously understood. The nature of the education system and educators' roles must be rethought; what is needed is a view of the brain and of learning that is compatible with the new sciences and the whole person. The section concludes with a new paradigm of the brain and mind and with a summary of a theory of learning that can guide new approaches to teaching and education. Section 2 describes work with educators to help them implement brain-based learning. The practical interventions, processes, and strategies had the greatest impact on the sense of community in the schools. The process also helped teachers experiment and develop their creativity. Section 3 identifies the three instructional approaches and perceptual orientations used in becoming learning communities. Twenty-one figures and an index are included. (Contains 282 references.) (LMI)

**ED 408 655** EA 028 375

Williams, Richard Portin, Bradley

**The Changing Role of the Principal in Washington State.**

Pub Date—Mar 97

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Responsibility, \*Administrator Role, Diversity (Instructional), Educational Change, Elementary Secondary Education, Leadership Responsibility, Parent

Participation, \*Principals, \*Public Schools, \*School Based Management, State Legislation Identifiers—\*Washington

A number of changes have been initiated in Washington State public schools in recent years. Policymakers and the public assume that principals have the capacity to lead the implementation of many reforms and regulations while carrying out a variety of responsibilities. This paper presents findings of a survey of Washington State principals to investigate whether the role of the principal has been changing, and if so, to identify the reasons for and implications of those changes. Data were obtained from 2 surveys mailed to the 2,431 members of the Association of Washington State Principals (AWSP). One survey was sent to principals and assistant principals with less than 5 years of experience, and the other elicited the view of more experienced site administrators. A total of 687 questionnaires were returned by more experienced principals and 153 were received from those with less experience, for a response rate of 34.6 percent. Data from the less-experienced principals are not reported in this paper. In general, the principals believed that their responsibilities had changed during the last 5 years. Ninety-one percent of the principals indicated they were in districts that were decentralizing decision making to the local school site, 76 percent were initiating or encouraging the use of site councils, and 79 percent indicated the need to establish school-business partnerships. These changes were in addition to new responsibilities created by the state with regard to educational reform, truancy reporting, and special education. Seventy-six percent reported that they worked in sites with increased student diversity, 83 percent indicated that interactions with parents increased, more frequently with parents, and 91 percent reported the importance of considering "client satisfaction" when making decisions. The degree of change also varied by rural/urban region and by school level. The changes resulted in several themes or trends: (1) additional responsibilities that did not always come with the corresponding authority; (2) a shift from leadership to management; (3) ambiguous and complex new responsibilities; and (4) a decline in morale and enthusiasm. (LMI)

**ED 408 656** EA 028 376

**Survival Guide for Charter Schools, FY 1997-98.**

North Carolina State Dept. of Public Instruction, Raleigh. Div. of School Business.

Pub Date—97

Note—202p.

Pub Type—Guides — Non-Classroom (055)

**EDRS Price — MF01/PC09 Plus Postage.**

Descriptors—\*Accountability, Budgeting, \*Charter Schools, \*Educational Finance, Elementary Secondary Education, Federal Programs, Financial Audits, Institutional Autonomy, Nontraditional Education, Public Schools, \*Recordkeeping, Records (Forms), Reports, \*State Regulation, Teacher Salaries

Identifiers—\*North Carolina

This booklet contains information designed to familiarize personnel at charter schools in North Carolina with the financial services offered by the Division of School Business and the reporting requirements of the division. The division seeks to ensure fair and equitable distribution of and accountability for the optimal use of state and federal public school funds. The booklet contains a calendar for charter-school startup, a definition of terms, and an overview of the Uniform Education Reporting System (UERS). It also offers information on the division's five sections: the School Finance Section, the Federal Programs Section, the Reporting and Auditing Section, the Salary Administration Section, and the Statistical Research Section. A list of Division of School Business reference manuals and contact information are included. (LMI)

**ED 408 657** EA 028 377

Peters, Michael

**Lyotard, Education, and the Problem of Capitalism in the Postmodern Condition.**

Pub Date—Mar 97

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Capitalism, Critical Theory, Developed Nations, Epistemology, Foreign Countries, Language Dominance, \*Language Usage, Marxism, Modernization, \*Phenomenology, \*Philosophy, Technological Advancement Identifiers—\*Lyotard (Jean Francois), \*Postmodernism, \*Poststructuralism

Jean-Francois Lyotard is considered by many as the pre-eminent non-Marxist philosopher of the "postmodern condition." This paper offers Lyotard's intellectual biography, describes his political writings and subsequent turn to philosophy, and discusses his views on capitalism in the postmodern condition and the problem of the legitimization of knowledge. Lyotard offers a critical account of the status of knowledge and education in the postmodern condition that focuses on the most highly developed societies. The major working hypothesis of "The Postmodern Condition" is "that the status of knowledge is altered as societies enter what is known as the postindustrial age and cultures enter what is known as the postmodern age" (1984:3). Specifically, Lyotard maintains that the leading sciences and technologies have all been based on language-related developments and their miniaturization and commercialization. In this context, the status of knowledge is permanently altered: its availability as an international commodity becomes the basis for national and commercial advantage within the global economy; its computerized uses in the military provide the basis for enhanced state security and international monitoring. Knowledge has already become the principal force of production, changing the composition of the work force in developed countries. Educational theory should seek to critique existing metanarratives that legitimize education in universal terms. At the same time it must respect the culturally specific formations of plural forms of oppression at the intersections of class, race, and gender. (Contains 47 references.) (LMI)

**ED 408 658** EA 028 378

Shufro, Pamela Reed

**Curriculum in Conflict: The Need for Dialogue.**

Pub Date—Mar 97

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*College Preparation, Educational Objectives, \*English Curriculum, English Instruction, \*English Teachers, High School Seniors, High Schools, Parent Attitudes, Parent Participation, Parent School Relationship, \*Parent Teacher Cooperation, Teacher Attitudes

Despite reforms that argue for parental participation in schools, little is known about parents' and teachers' views on curriculum issues. This paper presents findings of a case study of a suburban high school that identified parents' perceptions of what constitutes the "ideal" English curriculum for today's high school seniors, and compared parents' views with those of their children's teachers. Data were gathered through interviews with 24 parents of high school seniors and all 10 English faculty members at a high school located in a middle-class suburb in a northeastern city. The case study shows that teachers and parents held conflicting views on curriculum goals, content, and teaching methods for the English curriculum, but that the lack of communication about these issues led to both a climate of suspicion and a lack of parental support for teachers' efforts in the classroom. Lack of a deliberative process also kept teachers and community members stymied about how to institute educational change. It is recommended that educators initiate a dialogue between parents and teachers; that teachers address their profession's lack of knowledge about the

effects of various instructional practices and address criticisms directly; and that parents take an active role in disseminating information. The appendix includes three English curriculum scenarios. (Contains 21 references.) (LMI)

ED 408 659 EA 208 379

Roelke, Christopher

**The Process of Allocating Human Resources in an Era of Educational Reform: The Practitioner's Perspective.**

Pub Date—Mar 97

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Educational Change, Elementary Secondary Education, Graduation Requirements, \*Human Resources, Participative Decision Making, \*Personnel Policy, \*Resource Allocation, State Legislation, State Standards, Teacher Placement, \*Teacher Selection, Teaching Conditions, Tenure

Identifiers—\*New York

Since the early 1980s, the New York State Board of Regents and the State Education Department have advanced a complex reform agenda centered around the development of curriculum and related standards. These reforms have considerable implications for the allocation and use of human resources within schooling systems. This paper reports on a series of case studies aimed at understanding three things: (1) what policy changes regarding allocation of human resources have occurred at the local level in response to state-initiated programs; (2) what impact have these policies and other reform strategies had on managerial and classroom practices; and (3) what are the implications of these findings for future policymaking and research. Data were obtained from a diverse sample of 10 schools in 4 public school districts in New York State. Methods included document review and interviews conducted with a total of 30 district and building-level administrators and teachers. The paper identifies six factors that affected the human-resource-allocation process at the local level: state guidelines; enrollment projections and student needs and wants; collective bargaining agreements; program initiatives and student performance; staff expectations; and facilities and scheduling constraints. School districts also varied in their capacity to respond to state-initiated reforms such as "The Board of Regents Action Plan" and the "New Compact for Learning." The interview data describe how four broad areas of reform affected the resource-allocation process: content emphases, standards and expectations for students, standards and expectations for teachers, and instructional time. Two tables are included; the appendix contains the interview instruments. (Contains 21 references.) (LMI)

ED 408 660 EA 208 380

Roelke, Christopher F.

**Tracing the Flow of Human Resources across Organizational Units and Secondary School Subject Areas.**

Consortium for Policy Research in Education, Madison, WI. Finance Center.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; Consortium for Policy Research in Education, Madison, WI. Finance Center.

Pub Date—Mar 97

Contract—R1778G10039

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Enrollment, \*Fiscal Capacity, \*Human Resources, Longitudinal Studies, \*Resource Allocation, School District Size,

\*School District Spending, \*School Personnel, Secondary Education, Tables (Data), Teacher Placement

Identifiers—New York

Although New York State introduced its standards-based reform over a decade ago, it remains unclear as to how local education agencies (LEAs) have reconfigured their human resources in response to these initiatives. This paper demonstrates how state-collected personnel data can be used to generate longitudinal indicators of the kinds of educational opportunities actually being delivered to students and how these opportunities have changed over time. The paper examines three structural characteristics of LEAs—district fiscal capacity, school district size, and district spending level. Data from the Basic Education Data System and the State Education Department's education-finance database were analyzed from 626 school districts for the year 1982-83, 649 districts for 1987-88, and 650 districts for 1991-92. The study found that the rate of growth in professional staffing relative to student enrollment was substantially greater in secondary schools than in elementary schools. Substantial reductions in the overall pupil load on the secondary level were found throughout the state, with the exception of New York City. The findings suggest that local districts shift resources according to state priorities, and that local school districts are able or willing to respond to some aspects of the reform agenda and not others. The examination of resource-allocation trends by selected district structural characteristics found that substantial inequalities in access to curricular opportunities existed across different types of districts. Students residing in poor, low-spending districts had less access to professional staff and rigorous instruction than their counterparts in wealthy, high-spending districts. These gaps have increased over time. Specific curricular opportunities for students appear to be contingent upon the fiscal capacity of the district in which they reside. In addition, New York City schools were particularly understaffed compared to their big city counterparts and the state as a whole. Finally, the report describes the stumbling blocks encountered when using the state-collected data. (Contains 33 references and 12 tables.) (LMI)

ED 408 661 EA 208 382

Brekke, Norman R.

**Year-Round Education: Does It Cost More?**

Pub Date—10 Feb 97

Note—57p.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Capital Outlay (For Fixed Assets), \*Costs, Educational Finance, Elementary Secondary Education, Expenditures, \*Extended School Year, Flexible Scheduling, \*Operating Expenses, School District Spending, \*School Schedules, \*Year Round Schools

Identifiers—\*Oxnard School District CA

The cost-effective management of instructional programs and facilities will continue to be a fundamental educational issue in the 21st century. This handbook discusses issues to be considered in assessing the cost effectiveness of year-round education (YRE). YRE has the potential to enhance student retention of material, reduce teacher and student absenteeism, and reduce the number of new school buildings. The handbook is based on experience of the Oxnard (California) School District, which began phasing in a 60-20 multitrack YRE program in 1976. It asserts that any analysis of the costs associated with YRE must address the operational costs for single and multitrack calendars and its potential to avoid capital costs in multitrack calendars. The handbook offers capital and operational cost studies for 11 school districts or education systems across the United States. It also provides a breakdown of costs incurred by the Oxnard School District for personnel, maintenance, custodial service, utilities, transportation, school lunch programs, materials and supplies, and mobile storage cabinets. Copies of articles about YRE from "Standard & Poor's" and "Business Week" are included. (LMI)

ED 408 662

EA 208 384

Walker, Dean

**Integrative Education: Empowering Students To Learn.**

Oregon School Study Council, Eugene.

Report No.—ISSN-0095-6694

Pub Date—Sep 96

Note—50p.

Available from—Oregon School Study Council, 1787 Agate Street, College of Education, 5207 University of Oregon, Eugene, OR 97403-5044 (\$7 nonmember price; \$4.50 member price).

Journal Cit—OSSC Bulletin; v40 n1 Sep 1996

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Curriculum Design, \*Curriculum Development, Educational Cooperation, Educational Innovation, Elementary Secondary Education, \*Fused Curriculum, \*Integrated Curriculum, \*Student Empowerment, Teaching Methods, Unified Studies Curriculum

Integrative education, although organized around curriculum, also unites people and activities. This monograph explores the integration of people, activities, and subject matter as seen through the eyes of those who support and implement the meaning and processes of integrative education. In chapter 1, scholars and trainers in and out of academia offer expertise and experiences gained from their scholarly pursuits and action research in schools around the country. Chapter 2 identifies leadership and administrative tasks necessary to encourage and support integrative education. Teachers excited about implementing integrative education share their experiences in chapter 3. Finally, chapter 4 presents implications of and possibilities for policy on integrative education. Findings are based on interviews with a total of 11 educators—teachers, principals, professors of education, and staff-development or curriculum coordinators. A bulletin-in-brief on integrative education is included. (Contains 31 references and 1 table.) (LMI)

ED 408 663 EA 208 385

**Companion Document: Cross-Cutting Guidance for the Elementary and Secondary Education Act.**

Department of Education, Washington, DC.

Pub Date—Sep 96

Note—64p.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Standards, Access to Education, \*Educational Objectives, Educational Planning, Elementary Secondary Education, \*Federal Legislation, \*Federal Programs, Federal Regulation, \*Government School Relationship, \*Partnerships in Education, School Restructuring

Identifiers—\*Elementary Secondary Education Act

Among the most important funding resources for states and localities are the programs authorized by the Elementary and Secondary Education Act (ESEA). Amendments to the ESEA enacted in 1994 make it easier for states and school districts to use ESEA resources to augment, expand, and support state and local reforms that will help move every child toward high standards and move the nation toward realizing the eight National Education Goals. This "companion document" to the ESEA discusses how states, school districts, and schools can link ESEA programs with each other, with Goals 2000, and with state and local programs to support coherent school reform efforts that raise achievement of all students. The document is organized around five major themes that guide ESEA programs: (1) high standards for all children, with the elements of education aligned; (2) a focus on teaching and learning; (3) partnerships among families, communities, and schools that support student achievement to high standards; (4) flexibility to stimulate local school-based and district initiatives, coupled with responsibility for student performance; and (5) resources targeted to areas of greatest needs, in amounts sufficient to make a difference. Part I of the document gives the background and brief history of ESEA, outlines the

respective roles of ESEA and Goals 2000 in education reform, and describes how states, districts, and schools can plan for change. A table summarizes all of the programs authorized by the ESEA. Part 2 explains each of the law's five guiding themes in more detail and describes key ESEA program and statutory provisions that advance each theme. Examples illustrate how state and local programs put ESEA funds to use. Appendices contain a list of regional assistance centers, a list of guidance documents issued by the U.S. Department of Education, and the National Education Goals. (LMI)

**ED 408 664** EA 028 386

**U.S. Department of Education Annual Accountability Report, Fiscal Year 1996.**

Department of Education, Washington, DC.

Pub Date—[97]

Note—64p.; Prepared by the Office of the Chief Financial Officer. For the 1995 report, see ED 402 678.

Available from—U.S. Department of Education, Office of the Chief Financial Officer, 600 Independence Ave., S.W., Room 4316, Washington, DC 20202.

Pub Type—Reports - General (140) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Accountability, Budgets, \*Educational Finance, Elementary Secondary Education, \*Expenditures, Federal Programs, \*Financial Audits, Financial Support, Loan Repayment, \*Money Management, Postsecondary Education, State Aid, Strategic Planning, Student Loan Programs

Identifiers—\*Department of Education

The United States spends more than \$500 billion a year on education at the elementary, secondary, and postsecondary levels. State, local, and private expenditures account for over 90 percent of the spending, and agencies of the federal government contribute less than 10 percent. This report highlights the U.S. Department of Education's current mission, priorities, and progress. The report also includes reporting requirements on financial management: the departmentwide unaudited financial statements, the overall condition of management controls, a progress report on audit followup, and a status report on the timeliness of the department's vendor payments. In fiscal year 1996, the department administered \$30.6 billion in educational funding that was distributed to programs supporting students of all ages. This represents only about 2 percent of the total federal budget. A table shows how each major education program was funded in fiscal year 1996. The report contains a profile of the Department of Education, program highlights and performance, financial highlights, financial improvement initiatives, highlights of reporting requirements, and unaudited financial statements and accompanying notes. An evaluation form for this report is included. (LMI)

**ED 408 665** EA 028 391

**The Colorado Charter Schools Evaluation.**

Colorado Univ., Denver.

Spons Agency—Colorado State Dept. of Education, Denver.

Pub Date—Mar 97

Note—100p.; Prepared by the Clayton Foundation and the Center for Human Investment Policy.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Academic Achievement, Accountability, \*Charter Schools, \*Educational Assessment, Educational Finance, Elementary Secondary Education, \*Evaluation Criteria, Governance, Institutional Autonomy, \*Institutional Characteristics, Performance

Identifiers—\*Colorado

The Colorado Charter Schools Act requires the State Board of Education to compile the evaluations of charter schools received from local boards of education and to review information regarding waivers from state regulations and statutes. This document is a response to the mandate. The study focused on the 14 schools that had been operating

for at least 1 year as of April 1996 and that had filed at least 1 annual school-improvement plan. The evaluation was based on the student-achievement data used by the charter schools. Data were gathered through a review of documents and a questionnaire of charter-school directors. Diversity in the charter schools' performance goals, assessment tools, and financial data prevented comparison of the performance of charter-school students with that of students in public schools. The study therefore looked at whether charter schools had set explicit criteria for the evaluation of student achievement and whether the schools had collected data to make their judgments accordingly. The report identifies the characteristics of Colorado charter schools and their students. Findings show that all 14 charter schools had set performance goals; 6 provided data that showed they had met or exceeded a significant portion of their goals; 5 met some of their goals; and 3 did not provide enough data. All but one depended heavily on district funding. On average, the charter schools spent 82.5 percent of their budgets on student-specific expenditures. Finally, charter schools had used the state waiver provision extensively. A total of 15 tables are included. Appendices contain a sample individual school-data matrix and a sample questionnaire. (LMI)

**ED 408 666** EA 028 392

Garry, Eileen M. And Others

**Truancy: First Step to a Lifetime of Problems.**

Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

Pub Date—Oct 96

Note—9p.

Journal Cit—Juvenile Justice Bulletin; Oct 1996

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Attendance, Delinquency, Dropout Prevention, Elementary Secondary Education, Family Programs, \*High Risk Students, Intervention, Partnerships in Education, \*Potential Dropouts, Program Descriptions, Shared Resources and Services, Social Services, \*Truancy

Truancy is a major problem in the United States that can have negative effects on the futures of young people. Truancy may lead to dropping out of school; may be a precursor to delinquent and criminal activity; and places students at higher risk of being drawn into behaviors involving drugs, alcohol, or violence. Furthermore, truancy has high costs to society. This brief describes seven promising programs that have developed a coordinated response to reduce truancy and juvenile delinquency. All of the initiatives emphasize the need to intensively monitor, counsel, and strengthen the families and communities of truant and delinquent youth. They also recognize that parents must be involved and held responsible for the children's school attendance. The following seven programs are described: (1) Truancy Habits Reduced Increasing Valuable Education (THRIVE) in Oklahoma, City, Oklahoma; (2) the At School, On Time, Ready to Work program in Neosho County, Kansas; (3) Project Helping Hand in Atlantic County, New Jersey; (4) the Ramsey County Truancy and Curfew Violation Center program in St. Paul, Minnesota; (5) the Truancy Reduction Program in Kern County, California; (6) the Save Kids Partnership in Peoria, Arizona; and (7) a curfew program in Chaves County, New Mexico. A list of resources and contact information are included. (Contains 10 endnotes.) (LMI)

**ED 408 667** EA 028 393

Ingersoll, Sarah LeBoeuf, Donni

**Reaching Out to Youth Out of the Education Mainstream.**

Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Preven-

tion.

Pub Date—Feb 97

Note—13p.

Journal Cit—Juvenile Justice Bulletin; Feb 1997

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Attendance, \*Delinquency Prevention, \*Dropout Prevention, Elementary Secondary Education, \*Federal Programs, \*High Risk Students, \*Potential Dropouts, Suspension, Truancy, Violence

Dropping out of school has long-term financial and social costs for children and society. This bulletin describes promising new efforts across the country to reduce the number of juveniles who leave school prematurely and who are at risk of delinquency because they are truants or dropouts, afraid to attend schools, suspended or expelled, or in transition from the juvenile justice system to their school. The bulletin summarizes the problems and corresponding approaches for dealing with fearful students, truants, suspended and expelled students, students reintegrating into schools from the juvenile justice system, and dropouts. A list of publications available from the U.S. Department of Education and from the Office of Juvenile Justice and Delinquency Prevention. (Contains 39 endnotes.) (LMI)

**ED 408 668** EA 028 394

Spies, Paul

**Interdisciplinary Teams for High Schools.**

Fastback 416.

Phi Delta Kappa Educational Foundation, Bloomington, IN.

Report No.—ISBN-0-87367-616-5

Pub Date—97

Note—57p.

Available from—Phi Delta Kappa, 408 N. Union, P.O. Box 789, Bloomington, IN 47402-0789.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Cooperative Planning, \*Educational Cooperation, Educational Environment, High Schools, Integrated Curriculum, \*Interdisciplinary Approach, School Organization, \*Teacher Collaboration, \*Team Teaching

A learning team comprises two or more teachers of any two or more subject areas who seek to create a small, cohesive learning community. Interdisciplinary learning teams are vehicles that can empower school community members. This first part of this handbook introduces the learning team concept, discusses issues to consider in implementing learning teams, and offers 15 reasons for high schools to develop learning teams and 5 reasons why schools resist. The second part offers suggestions for getting started—identifying purposes, creating pilot programs, selecting students and recruiting teachers for the team, scheduling learning teams, changing the curriculum, beginning the year right, and sustaining the effort. One figure is included. (Contains 24 references.) (LMI)

**ED 408 669** EA 028 395

Winn, Deanna D. And Others

**Rethinking the Scheduling of School Time.**

Fastback 412.

Phi Delta Kappa Educational Foundation, Bloomington, IN.

Report No.—ISBN-0-87367-612-2

Pub Date—97

Note—64p.

Available from—Phi Delta Kappa, 408 N. Union, P.O. Box 789, Bloomington, IN 47402-0789.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Elementary Secondary Education, \*Flexible Scheduling, Needs Assessment, \*Participative Decision Making, Program Development, Program Evaluation, Program Implementation, \*School Schedules, \*Time Blocks

The link between time and learning is one of the most consistent findings in educational research. This handbook describes a process for developing



effective use of instructional time through the identification of important decision-making criteria and the use of these criteria to create a school schedule. The handbook describes an 11-step process, the Criteria-Driven Change model (CDC), for developing an appropriate school schedule. The first part discusses the importance of time management and the complexities of the change process. The second part describes strategies for developing, implementing, and evaluating the schedule. The 11 steps include: (1) define the problem; (2) form the committee; (3) set the purpose; (4) learn together; (5) collect data; (6) develop criteria; (7) visit sites; (8) synthesize; (9) create the plan/schedule; (10) implement and support the plan/schedule; and (11) evaluate the plan/schedule using the criteria. Finally, continued learning is crucial to maintaining the program. One figure is included. (Contains 26 references.) (LMI)

ED 408 670

EA 028 396

McCall, Jack

### The Principal as Steward. The Leadership & Management Series.

Report No.—ISBN-1-883001-32-3

Pub Date—97

Note—241p.

Available from—Eye on Education, Inc., 6 Depot Way West, Suite 106, Larchmont, NY 10538 (\$35.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

### Document Not Available from EDRS.

Descriptors—Administrator Effectiveness, \*Administrator Responsibility, Elementary Secondary Education, Interprofessional Relationship, \*Leadership, \*Leadership Responsibility, \*Leadership Styles, \*Principals, Staff Development

Stewardship is the willingness of the leader to serve for the well-being of the school, rather than through controlling stakeholders. Stewards are capable of turning their schools into learning organizations, in which all stakeholders share a feeling of ownership. This book is a sequel to "The Principal's Edge," which covered the first 9 of the 21 domains of knowledge and skills necessary for a practicing principal. The book deals with the next nine domains of knowledge and skills, which include student guidance and development, staff development, measurement and evaluation, resource allocation, motivation of others, interpersonal sensitivity, oral and nonverbal expression, written expression, and philosophical and cultural values. The chapters focus on how the steward-principal can effectively carry out these functions. Each chapter concludes with a summation and questions for reflection. Six figures are included. (Contains 45 references.) (LMI)

ED 408 671

EA 028 397

Rothstein, Richard

### What Do We Know about Declining (or Rising) Student Achievement?

Educational Research Service, Arlington, Va.

Pub Date—97

Note—26p.

Available from—Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 0249; \$12 nonsubscriber price; \$6 subscriber price).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

### Document Not Available from EDRS.

Descriptors—\*Academic Achievement, Educational Assessment, \*Educational Testing, Elementary Secondary Education, \*Standardized Tests, Test Bias, Test Interpretation, Test Norms, Test Reliability, \*Test Score Decline, Test Use, Test Validity, \*Testing Problems

Available test score evidence does not support the common claim that student achievement has declined. On the other hand, the existing evidence cannot be used to prove that student achievement has risen. This paper offers reasons why student achievement in the past cannot be compared accurately with student achievement today: (1) tests, curricula, and student populations change; (2) background data are unreliable; and (3) test administration is inconsistent. The paper also discusses three assessments that have commonly been used by those trying to compare student achievement over time—the College Board's Scholastic Aptitude Test (SAT), the Iowa Test of Basic Skills (ITBS), and the National Assessment of Educational Progress (NAEP). The paper asserts that it is impossible to know exactly how much better or worse American students are doing today compared to students in the past. School improvement, while important and necessary, should not be based on the false belief in "a golden age of education from which we have fallen." (Contains 12 references.) (LMI)

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ED 408 672

EA 028 398

Adey, Philip S.

### Factors Influencing Uptake of a Large Scale Curriculum Innovation.

Pub Date—Mar 97

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Elementary Secondary Education, Evaluation Criteria, Foreign Countries, Inservice Education, \*Instructional Effectiveness, \*Professional Continuing Education, \*Professional Development, Program Effectiveness, Program Evaluation, Science Education, Training Methods

Identifiers—\*Process Product Research, \*United Kingdom

Educational research has all too often failed to be implemented on a large-scale basis. This paper describes the multiplier effect of a professional development program for teachers and for trainers in the United Kingdom, and how that program was developed, monitored, and evaluated. Cognitive Acceleration through Science Education (CASE) is a program for students in grades 6-9 that focuses on cognitive conflict and metacognition and that has a track record of long-term increases in student academic achievement. The CASE method involves a significant change in professional practice by most teachers. CASE uses a model of continuing professional development (CPD) that includes coaching, working with whole departments in schools, and integrating both practical and theoretical elements. The critical outcome measure in the evaluation of the CASE professional development program is student achievement. The paper also assesses the extent to which teachers actually used the CASE innovation in their classes (level of use). Data were gathered from interviews with and a questionnaire of teacher cohorts for the years 1991-93 (over 100 teachers from 13 schools) and 1994-96 (88 teachers from 11 schools). The study also conducted interviews with principals and heads of science departments or program coordinators at each school. The study found that teachers' commitment and level of use were significantly greater in schools where there was a unity of vision between the principal and the head of the science department; that teachers' level of use was significantly related to the presence of at least one person who was deeply committed to making the innovation work in that school; and that there was a greater sense of staff ownership in schools where the science department head had adopted CASE for staff-development purposes or because of a belief in the value of children's thinking, and where there was a formal structure for regular discussion. Five figures and one table are included. (Contains 15 references.) (LMI)

ED 408 673

EA 028 399

### To Lead Education Reform: An Appraisal of the Oregon Department of Education. No. 97-37.

Oregon Secretary of State, Salem. Audits Div.

Pub Date—28 Apr 97

Note—195p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)

### EDRS Price - MF01/PC08 Plus Postage.

Descriptors—\*Administrative Organization, Cost Effectiveness, Educational Finance, Elementa-

ry Secondary Education, Financial Audits, Information Management, \*Organizational Effectiveness, Program Evaluation, \*State Departments of Education, State Regulation, State School District Relationship

Identifiers—\*Oregon State Department of Education

The Oregon Department of Education (ODE) operates under two main statutory charges: to administer state and federal programs, and to serve as the state's lead agent in implementing the Oregon Educational Act for the 21st Century. This report presents the results of a contracted program evaluation of the ODE. Data were collected through document analysis; site visits; a telephone survey of 312 local education officials; and interviews with a total of 150 state-level policymakers, ODE officials, representatives of state agencies and interest groups, district and school administrators, and teachers. The study evaluated ODE on the basis of the kinds of activities most commonly carried out by state departments of education in an era of standards-based reform—leadership, capacity building, research and analysis, communication, and monitoring and enforcement. The report concludes that ODE has worked diligently to make progress in implementing the Oregon Educational Act for the 21st Century, but that a midcourse correction is needed to keep the reform on track. Specifically, the ODE needs to assume a more activist leadership role. With regard to the supervision, management, and control of schools, ODE has not adequately adjusted to the demands of a new policy environment for public education in Oregon, particularly in terms of how it monitors school finance. The report offers 14 recommendations. Appendices contain a description of evaluation methodology, an annotated bibliography of 18 sources, and a list of exceptions to compliance with generally accepted government auditing standards. (LMI)

ED 408 674

EA 028 400

### Facilities Guidelines. North Carolina Public Schools.

North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date—Jan 97

Note—45p.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

### EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Design Requirements, \*Educational Facilities Improvement, \*Educational Facilities Planning, Elementary Secondary Education, \*Facility Guidelines, \*Facility Requirements, \*Public Schools, School Buildings, School Construction, School Space, Space Utilization, State Legislation, \*State Regulation

Identifiers—\*North Carolina

In July 1987, the North Carolina General Assembly enacted legislation to provide funds for public school construction to assist county governments in meeting their capital building needs and to provide additional funds for selected counties with the most critical school facility needs. This document, in accordance with the legislation's direction, defines and describes the educational spaces needed to support a modern, comprehensive educational program and to set minimal guidelines for types of spaces and for sizes of spaces. The handbook serves as a planning guide for those in the process of building, enlarging, or renovating school facilities. The document is also intended to serve as a guide in: (1) evaluating existing facilities for functional adequacy; (2) determining facility needs; and (3) in developing sound, long-range building plans. The appendix contains design requirements, facility guideline forms, and copies of state statutes. (LMI)

ED 408 675

EA 028 401

### Termination of School Employees: Legal Issues and Techniques.

National School Boards Association, Alexandria, VA. Council of School Attorneys.

Report No.—ISBN-0-88364-210-7

Pub Date—Apr 97

Note—316p.

Available from—NSBA Distribution Center, P.O.

Box 161, Annapolis, MD 20701 (Order No. 06-163-1; \$35 prepaid, nonsubscriber; \$28 prepaid, subscriber; \$7 postage and handling).  
 Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

#### Document Not Available from EDRS.

Descriptors—Alcohol Abuse, Arbitration, Collective Bargaining, \*Compliance (Legal), \*Dismissal (Personnel), Drug Abuse, \*Due Process, Elementary Secondary Education, Grievance Procedures, Labor Problems, Legal Problems, Personnel Policy, School Law, Sexual Harassment, \*Teacher Dismissal, Teacher Evaluation, \*Teacher Rights

The termination of unsatisfactory school employees is an ubiquitous and often expensive legal problem for school districts. This monograph was designed to help school attorneys and administrators in handling the termination process as fairly and efficiently as possible. The monograph begins with articles on documentation, evaluation, and remediation—three key solutions to the problems of either staying out of court or prevailing when sued. These are followed by articles on investigating complaints and dealing with off-duty conduct and alcohol/drug abuse. The monograph concludes with a review of state law issues that affect termination of school employees. Following the foreword and the introduction, articles include the following: (1) "Documentation of Teacher Performance" (Kelly Frels, Janet Little Horton, and Kimberly James Brooks); (2) "Evaluation" (James B. Gessford); (3) "Remediation" (Richard A. Schwartz); (4) "Investigating Alleged Wrongdoing by Employees in the School Setting" (Richard E. Bump, Kelly Frels, and Jeffrey J. Horner); (5) "Investigating and Screening Sexual Misconduct by School Employees" (Andrea L. Hungerford and Nancy J. Hungerford); (6) "Termination of Drug/Alcohol Abusing Employees" (Donald B. Sweeney, Jr.); (7) "Constitutional and Statutory Limitations on Disciplining Public Employees for Speech and Off-Duty Conduct" (R. Craig Wood and Bradford A. King); (8) "Due Process and Disciplinary Actions Against School Employees" (Spencer E. Covert and Julie A. McCloskey); (9) "Elements of Teacher Misconduct" (Peter L. J. Pashler); (10) "Statutory Dismissal of School Employees" (David M. Pedersen); (11) "Arbitration of Teacher Dismissal Cases" (Benjamin J. Ferrara and Henry F. Sobota); (12) "Settlement Agreements" (Richard A. Schwartz); (13) "Defamation and Stigma Claims by Terminated Employees" (Jay Worona and Cheryl Randall); (14) "Termination of Employees At-Will" (James C. Hanks); (15) "Collective Bargaining and Teacher Discipline" (Spencer E. Covert and Julie A. McCloskey); and (16) "Tenure Reform: Has Anything Really Changed?" (Lauren B. Kingsberry, Colorado; Scott S. Cairns and Marcia Morales Howard, Florida; Naomi Stonberg, Massachusetts; James T. Maatsch and Kevin Harty, Michigan; and Benjamin J. Ferrara and Perri R. Guido, New York). Appendices contain sample memoranda, action plans, and letters. (LMI)

ED 408 676

EA 028 402

Schaffer, Eugene C. And Others

#### Impediments to Reform: An Analysis of Destabilizing Issues in Ten Promising Programs.

Educational Research Service, Arlington, VA: Center for Research on the Education of Students Placed At Risk, Baltimore, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—97

Contract—LC900010001, R117D40005

Note—29p.

Available from—Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 0245; \$6, subscriber; \$12, nonsubscriber; add the larger of \$3.50 or 10% of purchase price for postage and handling; prepaid).

Pub Type—Reports - Research (143)

#### EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Educational Finance, Elementary Secondary Education, \*High Risk Students, Leadership, Longitudinal Studies, \*Organizational Development, Politics of Education, Program Effectiveness, Program Implementation,

Public Opinion, Racial Relations, School Community Relationship

Major school-improvement efforts, despite planning, will constantly encounter a variety of problems (Louis and Miles, 1990). This paper identifies impediments to school reform that were widespread within both elementary and secondary schools with large populations of socioeconomically disadvantaged children. The paper identifies broad, overarching conditions that must be met to replicate successful programs for at-risk students. Data were gathered during the study of "Urban and Suburban/Rural Special Strategies for Educating Disadvantaged Children," a Congressionally mandated and funded study of promising school-reform efforts implemented prior to 1990 in schools with a majority population of economically disadvantaged children. The 3-year study evaluated and compared the success of 10 different programs: (1) Corner Model (School Development Program); (2) Success for All; (3) Paideia Program; (4) Coalition of Essential Schools (Sizer); (5) Schoolwide Projects; (6) Extended Year Schoolwide Projects; (7) Reading Recovery; (8) Computer Assisted Instruction; (9) Extended Time Projects; and (10) Tutoring Programs ("locally adapted"). Methods included visits to 25 program sites (2 visits per year at each school), document analysis, observation, and interviews. Ten issues appeared to hinder the successful, full implementation of each reform effort: financing; leadership; commitment; perceptions of the general public, of parents, and of students; program staffing; curriculum; political pressures; racial problems; insufficient facilities; and problems of management and scheduling. One figure is included. The appendix contains program descriptions. (Contains five references.) (LMI)

ED 408 677

EA 028 407

Young, Michelle D.

#### Family Involvement at the Secondary Level: Learning from Texas Borderland Schools.

Pub Date—[95]

Note—28p.

Pub Type—Reports - Research (143)

#### EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Family Involvement, \*Mexican Americans, Parent Attitudes, \*Parent Participation, \*Parent School Relationship, \*Parent Teacher Cooperation, School Effectiveness, Secondary Education

Identifiers—\*Hispanic American Students, Mexico United States Border, Texas

Thus far, research on family involvement in education has not fully explored how race, ethnicity, and cultural factors influence the expression of parental involvement in different community contexts. This paper provides a portrait of the involvement of Mexican-American parents in secondary schools located along the Texas-Mexico border. The study was conducted as part of the Effective Border Schools Research and Development Initiative (EBSRDI), a collaborative project between the University of Texas and the Region 1 Service Center and School Districts of Texas. The study sought to strengthen parental involvement in school communities where cultural and linguistic diversity, poverty, mobility, and lack of English proficiency presented challenges to both school staff and parents. The paper examines the ways in which successful schools—particularly those enrolling predominantly Mexican-American students from poor, limited-English-proficient, non-English speaking, and/or migrant backgrounds—develop and sustain meaningful parental involvement. Data were obtained from a survey of teachers' practices, site visits, and a review of school documents. The number of schools in the sample is unspecified. The study explored three basic themes: how members of the school communities conceptualized and experienced parent involvement, why they valued it, and what it looked like in practice. Findings indicate that parent involvement was viewed differently by parents and school staff, and that the different views affected both definitions of and reasons for involvement. The paper describes seven best practices for increasing the involvement of Mexican-American parents at the secondary level: (1) fostering communication and information exchange; (2) teaming

teachers; (3) maintaining a parent-friendly school environment; (4) establishing parent centers and providing parent coordinators; (5) engaging students and inviting parents; (6) providing more opportunities for parent involvement; and (7) building on Mexican-American culture, values, and experiences. The study also revealed the importance of incorporating the Mexican-American cultural values of respect and personal contact. (Contains 16 references.) (LMI)

ED 408 678

EA 028 408

Daresch, John C.

#### Research on Beginning School Leaders: Where Do We Go Next?

Pub Date—Mar 97

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Administrator Effectiveness, Administrator Evaluation, \*Administrator Responsibility, \*Administrator Role, \*Beginning Principals, Elementary Secondary Education, Foreign Countries, Open Enrollment, Politics of Education, \*Professional Development

Greater attention is now being directed at issues associated with the professional development of new school leaders. This paper identifies some of the major concerns of beginning school leaders across different nations, some of which include needs for knowledge about basic managerial skills, adequate socialization to the job, and a sense of self. The paper offers directions for future research: (1) studies of school-reform proposals (such as centralized assessment, new demands to work with political bodies, and open enrollment) and their relationship to beginners' needs; (2) changing societal issues and their impact on beginning principals; and (3) an increased focus on the professional development of school leaders. (LMI)

ED 408 679

EA 028 409

Blanchette, Cornelia M.

#### Department of Education: Challenges in Promoting Access and Excellence in Education. Testimony before the Subcommittee on Human Resources, Committee on Government Reform and Oversight, House of Representatives.

General Accounting Office, Washington, DC.

Health, Education, and Human Services Div.

Report No.—GAO/T-HEHS-97-99

Pub Date—Mar 97

Note—25p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy free; \$2 each additional copy; quantity discounts available).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Access to Education, \*Accountability, \*Cost Effectiveness, Educational Finance, Educational Resources, Elementary Secondary Education, \*Excellence in Education, Expenditures, Federal Programs, \*Federal State Relationship, Postsecondary Education, Risk Management, \*Student Loan Programs

Identifiers—\*Department of Education

This document contains the testimony given by Cornelia M. Blanchette, associate director of education and employment issues in the Health, Education, and Human Services Division of the U.S. Department of Education. The document discusses challenges that the Department of Education faces in carrying out its mission in a cost-efficient and effective manner: (1) ensuring access to postsecondary institutions, while at the same time protecting the financial interests of the government; and (2) promoting access to and excellence in elementary, secondary, and adult education. The report also discusses how the Department's ability to meet these challenges could be enhanced by improved management. Although the department has made progress in ensuring access to postsecondary education and in providing financial accountability,

challenges remain in providing educational access to low-income and minority students and in protecting the financial interests of the federal government. The student aid programs are hampered by a complicated loan process and management shortcomings. The department also faces challenges in promoting access to and excellence in preschool, elementary, secondary, and adult education programs. The demonstration of program accountability is made more difficult by lack of clearly defined program objectives and a lack of resources (information and financial) to manage department funds. Finally, recent legislation provides powerful tools for improving agency operations and accountability. These laws include the 1993 Government Performance and Results Act (GPRA), the expanded Chief Financial Officers (CFO) Act, the 1995 Paperwork Reduction Act, and the 1996 Clinger-Cohen Act. Two figures and a list of related General Accounting Office publications are included. (LMI)

**ED 408 680** EA 028 411

Linn, Robert L. Herman, Joan L.

**A Policymaker's Guide to Standards-Led Assessment.**

National Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.; Education Commission of the States, Denver, Colo.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.; National Science Foundation, Washington, D.C.

Pub Date—Feb 97

Contract—REC-9154539, R305B600002

Note—30p.

Available from—ECS Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202-3427 (Order No. SI-97-3; \$10 plus \$3 postage and handling).

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Academic Standards, \*Educational Assessment, \*Educational Objectives, Elementary Secondary Education, Evaluation Criteria, Performance, \*State Standards, Student Certification, Student Evaluation

States across the United States are setting tough new standards, defining what students should know and be able to do. Unlike more traditional assessments, standards-led assessments are more closely linked to curriculum, incorporate preestablished performance goals, and require students to demonstrate a broad range of problem-solving skills. This document summarizes developments in standards-based assessments and discusses the challenges that policymakers and educators face in establishing such systems. The introductory chapter provides an overview of standards-driven assessments and describes the role of assessment in standards-led reform, the ways in which such assessment differs from traditional assessments, and ways to ensure the quality of the assessment systems. Chapter 2 describes the challenges for standards-led assessment systems, which include building state and local consensus, providing strong standards, aligning standards with assessment and instruction, ensuring accurate measures, defining progress, setting the stakes, including all students, estimating costs, addressing legal challenges, building local capacity, and distinguishing assessments. (Contains 45 endnotes.) (LMI)

**ED 408 681** EA 028 412

**Selecting and Working with a School Attorney: A Guide for School Boards.**

National School Boards Association, Alexandria, VA. Council of School Attorneys.

Report No.—ISBN-0-88364-209-3

Pub Date—Apr 97

Note—142p.

Available from—NSBA Distribution Center, P.O. Box 161, Annapolis, MD 20701 (Order No. 06-162-1; \$35, nonmember; \$28, member; \$7

shipping and handling).

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Compensation (Remuneration), Compliance (Legal), Dismissal (Personnel), Elementary Secondary Education, Ethics, \*Lawyers, \*Legal Aid, \*Legal Responsibility, \*Personnel Selection, \*School Law

This book, an updated publication of the National School Boards Association Council of School Attorneys, is designed to help school board members and administrators effectively obtain and work with a competent school lawyer. Following the foreword by Benjamin J. Ferrara, contents include the following articles: (1) "Development of the School Attorney's Role: How We Got Where We Are" (Benjamin J. Ferrara); (2) "Inside or Outside? Considerations in the Decision to Employ In-House or Retain Outside Counsel" (Patricia J. Whitten); (3) "Selection, Recruitment and Retention of School District Legal Counsel" (Melanie Gurley Keeney and Peter G. Yelkovic); (4) "Attorney Fee Structures" (Melanie Gurley Keeney and Nancy Fredman Krent); (5) "Working Effectively with a School Attorney: Some Practical Suggestions" (Benjamin J. Ferrara); (6) "What to Expect of a School Attorney" (Edgar H. Bittle); (7) "The Role of the School Attorney in Policy Matters" (Ralph D. Stern); (8) "Historical Evolution and Modern Function of Bond Counsel" (National Association of Bond Lawyers); (9) "The School Attorney as a Preventive Law Practitioner" (Margaret A. Chidester and Benjamin J. Ferrara); (10) "Issues for School Districts When Represented by Insurance Counsel" (Nancy Fredman Krent and Gary R. Thune); (11) "Legal Ethics: Some Important Aspects of the Attorney-Client Relationship" (Nancy Fredman Krent); and (12) "Evaluation and Termination of School District Counsel" (Margaret A. Chidester). Appendices include sample policies, job descriptions, an engagement letter, a contract for special counsel, and an evaluation form. (LMI)

**ED 408 682** EA 028 413

**Legal Handbook on School Athletics.**

National School Boards Association, Alexandria, VA. Council of School Attorneys.

Report No.—ISBN-0-88364-206-9

Pub Date—Mar 97

Note—120p.

Available from—NSBA Distribution Center, P.O. Box 161, Annapolis, MD 20701 (Order No. 06-160-1; \$35, nonmember; \$28, member; \$7 shipping and handling).

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—\*Athletics, \*Compliance (Legal), Court Litigation, Discipline Policy, Drug Use Testing, Due Process, Elementary Secondary Education, Eligibility, Equal Protection, Federal Legislation, Insurance, \*Legal Problems, \*Legal Responsibility, Private Schools, Public Schools, School Law, State Church Separation, \*Student Rights

In a recent opinion the Supreme Court of the United States recognized that for many communities "school sports play a prominent role." Whatever purpose they serve, school sports also raise a number of legal issues that a school district must carefully handle in order to operate its athletics program with minimal risk of liability. This handbook is designed to help school attorneys and school officials with these various issues and to suggest possible means of avoiding legal problems. Following the foreword by Benjamin J. Ferrara, contents include the following articles: (1) "Discipline of Athletics: Due Process Considerations" (David B. Rubin); (2) "Playing Fair: Litigating State and Local Athletic Eligibility Rules Protecting High School Athletics" (Margaret A. Chidester); (3) "Participation of Disabled and Nonpublic School Students in Public School Athletic Programs" (Mary Kay Klimesh); (4) "Drug Testing of Interscholastic Athletes in Public Schools" (Timothy R. Volpert); (5) "Participation in Athletic Programs: Clearing the Title IX and Equal Protection Hurdles" (Cynthia Lutz Kelly); (6) "Public School Sports and Reli-

gion" (Pilar Sokol); (7) "Student Injuries During Physical Education Classes and Extracurricular Athletic Activities: A Survey of Potential Tort Liability of Public School Activities" (Mark S. Northcraft and Charles A. Willmes); (8) "Spectator Issues in Public School Athletics" (John G. Moyer, Jr.); (9) "Student Athletics and Insurance Issues" (Martin Semple and Franklin A. Nachman); and (10) "Athletic Personnel and Volunteer Issues" (James B. Gessford, Gregory H. Perry, and Michael I. Levin). (LMI)

**ED 408 683** EA 028 416

Simpson, Douglas J. Jackson, Michael J. B.

**Educational Reform: A Deweyan Perspective.**

**Critical Educational Practice. Volume 10.**

Report No.—ISBN-0-8153-2323-9

Pub Date—97

Note—345p.

Available from—Garland Publishing Inc., 717 Fifth Avenue, Suite 2500, New York 10022-8101 (paperback: ISBN-0-8153-2323-9, \$21.95; cloth: ISBN-8153-2089-2, \$68).

Pub Type—Books (010) — Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors—Conservatism, \*Educational Change, \*Educational History, \*Educational Philosophy, Elementary Secondary Education, Foundations of Education, Progressive Education, \*Role of Education, \*School Restructuring, Social Action, Social Change, Teacher Qualifications, Teacher Role

Identifiers—\*Dewey (John)

This book re-examines the reflective, controversial voice of John Dewey. Educators and policymakers must take into account various social, political, economic, philosophical, and professional considerations that influence both formal and informal education. Following the introduction by Harvey Neufeldt called "School Reform in Dewey's America," the remaining chapters fall into four main divisions. The first three chapters provide a political, ethical, and philosophical background for understanding Dewey's thought and its educational relevance. Chapters 4 through 6 examine the roles, responsibilities, and education of aspiring and practicing educators and describe the complexity and coherence of Dewey's viewpoint. Chapters 7 and 8 examine several different kinds of schools that Dewey believed had played or could play important but not necessarily valuable roles in developing a profession, preparing future educators, educating children and youth, and reforming society. The discussion in chapter 9 focuses on the kinds of questions that might be raised were educational issues and reform approached from Dewey's perspective. An index is included. (Contains 116 references.) (LMI)

**ED 408 684** EA 028 417

Jay, Timothy

**Improving School Conduct Codes: Clarity about Unacceptable Speech.**

Pub Date—97

Note—16p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Compliance (Legal), \*Discipline Policy, Intermediate Grades, Junior High Schools, \*Language Usage, Middle Schools, Obscenity, Sanctions, \*School Policy, School Publications, Sexual Harassment, Student Behavior

Little research has been conducted on middle school conduct codes or their effect on unacceptable behavior. This paper presents findings of a study that examined the conduct codes of 59 middle schools across the United States. All of the middle school handbooks addressed unacceptable language (for example, obscenity, harassment, and profanity) in some way. However, several problems with language issues were found. Only half of the codes addressed federal and state laws; most codes contained ambiguous categories of speech (for example, "foul language"); most codes failed to provide definitions of unacceptable language; almost all codes failed to address unacceptable language in computer-mediated communication; and fewer than



half clearly linked unacceptable language to sanctions. The paper offers eight recommendations for improving conduct handbooks: (1) apply relevant laws; (2) provide clear definitions; (3) eliminate ambiguous terms; (4) provide examples and nonexamples; (5) specify discipline procedures; (6) discuss conduct procedures with students; (7) make conduct information prominent; and (8) update the conduct code. One table is included. (LMI)

**ED 408 685** EA 028 421

Cavanaugh, Robert Dellar, Graham B.

**School Culture: A Quantitative Perspective on a Subjective Phenomenon.**

Pub Date—Mar 97

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Change, Educational Cooperation, \*Educational Environment, Effective Schools Research, Foreign Countries, Measurement Techniques, \*School Culture, \*School Effectiveness, Secondary Education, Statistical Analysis, \*Teacher Attitudes

Identifiers—\*Australia (Western Australia)

This paper describes a quantitative approach to the study of the culture and improvement of schools. The School Cultural Elements Questionnaire (SCEQ) was developed to measure the aspects of the interpersonal relationships among school staff, which were expected to affect schools' instructional programs. The SCEQ measures six elements of school culture that are conducive to improved student-learning outcomes, including teacher efficacy, emphasis on learning, collegiality, collaboration, shared planning, and transformational leadership. Data were gathered in two Western Australia secondary schools. The SCEQ was administered to teachers, and interviews were conducted with one-third of the teachers (in the English, mathematics, science, and social-science departments) at each school. The study found statistically significant differences between the cultures of the two schools for three of the six cultural elements. When administered one year later, the questionnaire data showed that one school underwent major cultural change with statistically significant changes in three of the six elements. By measuring aspects of schools related to their educative purposes, the SCEQ provides information to assess the readiness of schools for improvement, design improvement programs, and monitor the impact of improvement initiatives. (Contains 11 references and 8 figures.) (LMI)

**ED 408 686** EA 028 422

Cabraal, Lyana M. C.

**Complementarity between Individual Action and Organizational Action in Education: An Institutional Explanation.**

Pub Date—Mar 97

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Bureaucracy, \*Educational Environment, Educational Sociology, Elementary Secondary Education, Organizational Climate, \*Organizational Theories, \*Organizations (Groups), \*School Culture, \*Social Structure

Identifiers—\*Ethnomethodology

Individual action is a basic analytical unit in educational action. This paper examines how individual and organizational actions in schools draw their true meanings from the institutional structure of education and complement each other in creating different structures of meanings in different practical educational situations. The paper argues for an emerging theoretical clarity in the relationship between the concepts of individual action and organizational action when the analysis is institutionally grounded. The paper explores the theoretical possibility that individual and organizational action in school may be conceptualized as embodiments of

the institutional structure of education. The conceptual framework is based on the social life within institutions in order to explain the link between individual and organizational action. The paper concludes that actions of individuals who provide the service of education within schools are not solely determined by individual school organization. Individual actions are primarily influenced by the institutional structure of education. Any interpretation of teachers' and principals' actions must consider the historical, social, and cognitive aspects of the institutional structure of education. The institutional structure of education is not purely bureaucratic; rather, it is a system of meanings, ideologies, rules, and values that evolve in a world culture. (Contains 59 references.) (LMI)

**ED 408 687** EA 028 423

Cavanaugh, Robert F. Dellar, Graham B.

**Towards a Model of School Culture.**

Pub Date—Mar 97

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Educational Cooperation, \*Educational Environment, Educational Improvement, Effective Schools Research, Elementary Secondary Education, Foreign Countries, Interprofessional Relationship, Models, Organizational Change, \*Organizational Development, \*School Culture, \*School Effectiveness, Statistical Analysis, \*Teacher Attitudes

Identifiers—\*Australia (Western Australia), \*Learning Communities

In recent times, sociological constructs have been used to examine school culture, viewing schools as learning communities rather than formal organizations. This paper describes use of the School Cultural Elements Questionnaire (SCEQ) to investigate the culture of schools in Western Australia. The SCEQ was first administered to 422 teachers in 8 Western Australian schools; 1 year later, it was administered to 146 teachers in 3 secondary schools. Teachers in two of the secondary schools were also interviewed. Data were used to develop the School Improvement Model of School Culture, which depicts the relationships among the six cultural elements and their effect on the overall school culture. The six elements that affect school improvement include teacher efficacy, an emphasis on learning, collegiality, collaboration, shared planning, and transformational leadership. The model views school culture as an open-systems structure in which an equilibrium is maintained between interactive internal elements and external factors. The model embodies some of the following propositions: (1) School culture is composed of cultural elements; (2) cultural elements facilitate cultural maintenance and growth; (3) cultural elements are vehicles for improving the effectiveness of schools; (4) cultural growth and school improvement occur when the cultural elements are well developed; (5) strong cultures are resilient when subject to external pressures; (6) weak cultures are inherently unstable and can be further destabilized or strengthened when subject to external pressures; and (7) successful school improvement is dependent on utilization of culturally oriented planning and implementation strategies. (Contains 23 references.) (LMI)

**ED 408 688** EA 028 424

McGee, Glenn W.

**A Case Study of School Principals in the United States and Japan: Metaphors of Fire and Water.**

Pub Date—Mar 97

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrator Behavior, \*Administrator Effectiveness, Administrator Responsibility, Administrator Role, Case Studies,

Curriculum Evaluation, Educational Assessment, Educational Environment, Elementary Secondary Education, Foreign Countries, \*Instructional Leadership, \*Leadership Styles, Organizational Communication, \*Principals, \*School Effectiveness, Teacher Supervision

Identifiers—\*Japan, United States

In the United States in recent years there has been extensive concern about school reform and keen interest in Japanese business-management practices. This paper presents findings of a case study that examined the role and responsibilities of two middle school principals, one in Japan and one in the United States. The study is based on Krug's theoretical framework (1992), which suggests a direct link between the principal's instructional leadership and school effectiveness as measured by student achievement. The paper discusses the principals' beliefs about the following five dimensions: (1) communicating the mission of the school; (2) monitoring the curriculum; (3) evaluating and supervising teachers; (4) promoting a supportive school climate; and (5) reviewing student progress. The two principals' roles and responsibilities revealed that their jobs were as different as fire and water. The American principal spent long hours evaluating teachers, monitoring the curriculum, reviewing student progress, and promoting a positive climate. He had little time to articulate the mission statement of the school. In contrast, the Japanese principal saw articulation of the school's mission as a top priority. Evaluating and hiring teachers, monitoring the curriculum, and assessing student progress were not his responsibilities. Although the two principals shared common beliefs about effective leadership, they essentially operated within two different job descriptions. The findings illustrate the importance of organizational structure and cultural expectations. The appendix contains copies of each job description. (Contains 29 references.) (LMI)

**ED 408 689** EA 028 425

Biott, Colin Rauch, Franz

**School Leadership in Changing Times: Coping Creatively with Power and Accomplishing an Acceptable Self Identity.**

Pub Date—Mar 97

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Role, Elementary Education, Foreign Countries, Instructional Leadership, \*Leadership, Organizational Change, Organizational Development, Politics of Education, \*Power Structure, \*Role Conflict, School Administration, \*Teacher Administrator Relationship, Teacher Supervision

Identifiers—\*England

Headteachers in the United Kingdom face the challenge of acting as both the main strategic planner for the whole school and as the leading professional practitioner within it. This paper describes how general changes in the occupational characteristics of school headteachers have been contingently interpreted in a large urban primary school in England. It relates how one headteacher attempted to balance an urgent requirement to prepare the school for inspection with her long-term aim to facilitate individual staff contributions to school development. Data, obtained between November 1995 and April 1996, were gathered through document review; observation; and interviews with the headteacher, deputy headteacher, eight teachers, other school staff, a member of the governing board, and an external consultant. The paper describes how the headteacher's main concerns involved the tensions within the following functions: (1) being both a manager of teachers and a fellow teacher; (2) engaging in both surveillance and professional communication; (3) responding to both individuals' professional development needs and those of the staff as a whole; (4) seeking external affirmation and avoiding external threat; (5) encouraging participation and determining outcomes; and (6) controlling decision making and encouraging teacher contributions. The paper offers

two examples of how the headteacher creatively coped with the pressures of headship: first, to transform external regulation into a resource and to enhance her control, and second, to accomplish an acceptable self-identity in constrained circumstances. (Contains 23 references.) (LMI)

**ED 408 690** EA 028 426

Fleener, M. Jayne. Pourdavood, Roland G.

**School Reform: Dialogic Community as a Medium for Reflections, Critique, and Change.**

Pub Date—Mar 97

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Educational Change, Educational Environment, Elementary Secondary Education, Informal Organization, Organizational Change, Organizations (Groups), Social Change, Social Integration, Social Structure, Social Systems, Systems Approach

Identifiers—\*Autoopoiesis, \*Maturana (Humberto)

The education literature has not adequately considered the notion of change at its most fundamental level. This paper considers notions of institutional or social change from the ontological perspective of H. R. Maturana. The pattern of organization in living systems is defined by Maturana and Varela (1980) as "autoopoiesis," a coined term which has three parts: (1) closed, self-bounded and autonomous; (2) self-generating; and (3) self-perpetuating. Autoopoiesis is foundational not only to understanding the dynamic nature of human interactions but also to examining the potential of dialogic community for affecting systemic school reform. The paper explores whether social structures, like schools, are themselves living structures. It delineates the positions of Maturana, F. Varela, and N. Luhmann, and takes Maturana's position that social structures are not themselves living systems but the medium in which humans, as second-order autopoietic systems, operate. Finally, the paper explores how understanding the complex relationships among individuals with their environment, including forming dialogic communities, may enhance the ability of teachers to direct and participate in the renegotiation and exploration of alternative forms of social institutions like schools. Only with a better understanding of the relationship between individuals and social structures can people begin to address the question about how to affect change. (Contains 21 references.) (LMI)

**ED 408 691** EA 028 428

Fowler, William J., Jr., Ed.

**Selected Papers in School Finance, 1995.**

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-97-536; ISBN-0-16-0490-78-2

Pub Date—May 97

Note—118p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Information Analyses (070) — Opinion Papers (120)

**EDRS Price — MF01/PC05 Plus Postage.**

Descriptors—Court Litigation, \*Data Analysis, \*Data Collection, Educational Equity (Finance), \*Educational Finance, Educational Resources, Elementary Secondary Education, Finance Reform, \*Measurement Techniques, Outcomes of Education, \*Research Methodology, School Districts

Identifiers—\*National Center for Education Statistics

Those who study education policy have struggled to understand how money matters in education and why educational research finds no strong or consistent relationship between expenditures and student performance. The papers in this publication were commissioned by the National Center for Education Statistics (NCES) to address the twin concerns of what additional school-finance information NCES should collect and report, and how extant data

might be analyzed. The publication is dedicated to Charles S. Benson, University of California, Berkeley, who dedicated his life's work to improving education finance for students in poor school districts. Following the foreword by Paul D. Planchon, and acknowledgments, contents include the following papers: (1) "Introduction and Overview" (William J. Fowler, Jr.); (2) "Does Money Matter in Education? A Policymaker's Guide" (Lawrence O. Picus); (3) "The Effect of Constitutional Litigation on Educational Finance: A Further Analysis" (G. Alan Hickrod); (4) "Student-Level School Resource Measures" (Robert Berne and Leanna Stiefel); (5) "Proposed 'Good Practices' for Creating Data Bases from the F-33 and CCD for School Finance Analyses" (Michael O'Leary and Jay Moskowitz); and (6) "The Empirical Argument for Educational Adequacy, the Critical Gaps in the Knowledge Base, and a Suggested Research Agenda" (William H. Clune). Each article contains references. (LMI)

**ED 408 692** EA 028 429

**U.S. Department of Education, Office of Inspector General, Semiannual Report to Congress, No. 34, October 1, 1996-March 31, 1997.**

Office of Inspector General (ED), Washington, DC.

Pub Date—30 Apr 97

Note—64p.

Available from—Office of Inspector General, U.S. Department of Education, 600 Independence Avenue, S.W., Washington, DC 20202-1510 (Internet Homepage: <http://www.vais.net/~edoig/>).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Compliance (Legal), Federal Regulation, \*Financial Audits, \*Loan Repayment, \*Organizational Effectiveness, Postsecondary Education, Reports, \*Risk Management, \*Student Financial Aid, \*Student Loan Programs

Identifiers—\*Department of Education

This document contains the semiannual report on the activities of the U.S. Department of Education's Office of Inspector General (OIG) for the 6-month period ending March 31, 1997. During this time the OIG continued to fulfill its statutory mandate through a carefully designed program of audits and reviews intended to help Education Department managers administer their programs and carry out their oversight responsibilities more efficiently, more effectively, and more economically. The report contains a copy of Public Law 95-452 reporting requirements and three abstracts that describe: (1) significant audits and audit-related activities; (2) significant prosecutive actions resulting from OIG's investigations; and (3) initiatives conducted in response to Congressional request. Statistical tables and a glossary of abbreviations are included. (LMI)

**ED 408 693** EA 028 430

**Title IX at 25: Report Card on Gender Equity.**

National Coalition for Women and Girls in Education; National Women's Law Center, Washington, DC.

Pub Date—23 Jun 97

Note—64p.

Available from—National Women's Law Center, 11 Dupont Circle, NW, Suite 800, Washington, DC 20036.

Pub Type—Reports - Evaluative (142)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—\*Access to Education, Athletics, Career Education, Educational Environment, \*Educational Opportunities, Elementary Secondary Education, Employment Opportunities, \*Equal Education, \*Federal Legislation, Females, Higher Education, Mathematics Education, Nondiscriminatory Education, Pregnant Students, Science Education, \*Sex Discrimination, Sexual Harassment, Standardized Tests

Identifiers—\*Title IX Education Amendments 1972

Twenty-five years after it was enacted by Congress in 1972, Title IX of the Education Amendments (the federal mandate against sex

discrimination in education) has opened doors previously closed to women and girls. This report by the National Coalition for Women and Girls in Education (NCWGE) celebrates the progress made to date but also identifies areas in need of further action. The report examines critical areas—including access to higher education (B-), learning environment (C-), math and science (C+), and sexual harassment (D+)—and grades the United States' efforts to implement Title IX based on such indicators as women's participation rates, enforcement actions by the federal government, and legal developments. The U.S. efforts earn an overall grade of C. The report concludes with an action agenda that provides educators and policymakers with a blueprint for achieving gender equity in the next 25 years and beyond. (Contains 107 references.) (LMI)

**ED 408 694** EA 028 431

Fiore, Thomas A. Curtin, Thomas R.

**Public and Private School Principals in the United States: A Statistical Profile, 1987-88 to 1993-94.**

Research Triangle Inst., Durham, NC.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-97-455; ISBN-0-16-049084-7

Pub Date—97

Note—307p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Numerical/Quantitative Data (110)

**EDRS Price — MF01/PC13 Plus Postage.**

Descriptors—Administrator Attitudes, \*Administrator Characteristics, Administrator Qualifications, Educational Attainment, Educational Experience, Elementary Secondary Education, \*Principals, \*Private Schools, \*Public Schools, Racial Composition, Salaries, Tables (Data)

Principals play a primary role in the school-reform process, acting as both the agents of change and targets of change. This National Center for Education Statistics (NCES) Schools and Staffing Survey (SASS) provides descriptive information about the changing nature of the individuals who serve as principals in public and private schools, including their perceptions and the challenges they face. The report uses data from the 1987-88, 1990-91, and 1993-94 administrations of SASS to examine the principalship in the reform environment of the late 1980s and early 1990s. For each of those years, approximately 80,000 principals served in the nation's public schools and approximately 25,000 served in private schools. The report provides information on job demographics; principals' salaries and benefits; their education and their experience; their perceptions of serious problems; and their goals, influence, and career plans. An index, 13 figures, and 5 tables are included. Appendices contain tables of estimates and standard errors, technical notes, and SASS data products. (Contains 36 references.) (LMI)

**ED 408 695** EA 028 432

Alley, Reene A. MacDonald, Suzanne

**Using Gender Knowledge To Prepare for Secondary School Leadership as a Principal.**

Pub Date—Mar 97

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Administrator Education, \*Career Development, \*Career Planning, \*Educational Administration, High Schools, \*Leadership Styles, Sex Differences, \*Women Administrators

Research shows that women in education, particularly those in leadership positions, tend to disregard career planning. This paper describes the outcomes of a career-development planning process, that provided female students with a framework and process to help them construct a personal leadership theory. A total of 42 female students participated in a secondary principalship course between 1990 and 1995. Twenty-six of the students

remain in the program. The students developed an "Educational Leadership Platform" that defined leadership, recognized personal and organizational barriers, and identified strategies to deal with those barriers. Students examined leadership behaviors, power relationships, and organizational roles, and selected those that fit and those that could be strategically adapted. The process of developing a new view of "self" as principal helped to build a bridge from teacher to principal and set in motion changes in career expectations. A profile of one of the students is included. Two tables and three figures are included. (Contains 24 references.) (LMI)

**ED 408 696** EA 028 434

*Squires, David A. Kranyik, Robert D.*

**Linking School-Based Governance and Instructional Change: A Case Study of Two ATLAS Schools.**

Pub Date—Mar 97

Note—32p.: Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Change Strategies, \*Educational Change, \*Educational Strategies, \*Governance, \*Instructional Development, Intermediate Grades, Leadership, Middle Schools, \*Program Implementation, Secondary Education

Identifiers—ATLAS Schools

What are the linkages between school-based governance and instructional change? This paper describes how two ATLAS schools developed the linkage between school-based governance and instructional change. (ATLAS means "communities for Authentic Teaching, Learning and Assessment for all Students"). ATLAS was funded by the New American Schools Development Corporation (NASDC). Data were gathered through interviews with each school's planning and management team and with individuals in school leadership roles. The paper summarizes the chronology of program implementation in each school. A conclusion is that the schools eventually organized around both management and instructional issues, although their approaches were based on the local context and the "home" organizations of the ATLAS facilitators. Both schools ended with stronger instructional programs and stronger planning-management teams. ATLAS functioned as a catalyst for change. The outcomes point to the importance of the school context (factors that affect implementation) and principals with facilitative leadership styles. Two tables are included. (Contains 22 references.) (LMI)

**ED 408 697** EA 028 435

*McCarry, Mack And Others*

**Using Accountability as a Lever for Changing the Culture of Schools: Examining District Strategies. First Edition.**

SERVE: South Eastern Regional Vision for Education.; North Carolina Univ., Greensboro. School of Education.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—97

Contract—RJ960066701

Note—69p.

Available from—SERVE, 345 South Magnolia Drive, Suite D-23, Tallahassee, FL 32301 (Item No. RDUAL; \$8 plus \$2.50 postage and handling).

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Academic Achievement, \*Accountability, \*Change Strategies, \*Educational Assessment, Educational Improvement, \*Educational Quality, Elementary Secondary Education, Evaluation Criteria, Organizational Climate, Performance, School Culture, School Districts, Scores

What does it mean to be a "good" school district? What are the actions needed to establish a culture of continuous and long-term improvement? This document was written for school and district leaders interested in exploring how to frame and understand

accountability for quality. It explores what it really means for a school district to hold itself accountable at all levels. Chapter 1 summarizes the unintended consequences that result from accreditation and accountability policies that put too much pressure on schools to raise test scores. The second chapter tells the story of one school district—Elizabeth City-Pasquotank School District in North Carolina—that developed accountability strategies around the belief that encouraging good school-based thinking about quality teaching and learning practices would lead to good test results. The district strategies evolved over 4 years to include: (1) developing a new set of "process" indicators; (2) district leaders visiting and talking with school faculty; (3) training teachers in classroom assessment; (4) supporting the development of school-based authentic assessment approaches; (5) developing promotion/intervention policies that clarify expectations for student progress and demand accountability from students and parents as well as schools; and (6) involving school administrators and all teachers in the development of agreed-upon standards for "good" teaching in the basics. Chapter 3 discusses how the strategies encouraged accountability at several levels. Appendices include the district's proposed districtwide indicators, a support staff feedback-survey, components of the grades 1-6 communication-skills program, an evaluation rubric for senior project presentations, and the K-8 promotion-intervention policy. (Contains 33 references.) (LMI)

**ED 408 698** EA 028 436

*Lange, Cheryl And Others*

**Minnesota Charter Schools Evaluation. Interim Report.**

Minnesota Univ., Minneapolis. Center for Applied Research and Educational Improvement.; Minnesota State Board of Education, St. Paul.

Pub Date—Dec 96

Note—126p.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC06 Plus Postage.**

Descriptors—Academic Achievement, \*Charter Schools, \*Educational Assessment, Elementary Secondary Education, Outcomes of Education, Program Implementation, Public Schools, \*School Demography, \*School Organization, State Legislation

Identifiers—Minnesota

In 1991, the Minnesota Legislature enacted the first legislation in the nation to permit creation of legally and financially independent public schools called charter schools. In February 1996, the Minnesota State Board of Education authorized an 18-month evaluation of Minnesota's charter schools. An evaluation team from the University of Minnesota gathered data through a telephone survey of the 16 charter schools in operation during spring 1996; site visits; interviews; analysis of student performance data; a survey of staff, parents, and students; and a comparison of Minnesota's charter-school legislation and charter schools with those of other states. This report includes the findings available as of December 1996. The data show that starting new charter schools is very hard work. Charter schools are hampered by a lack of precedent, a lack of resources, innovation under daily pressure, the creation of school culture from scratch, difficulties in balancing planning and implementation, and environmental pressures. The report does not argue that Minnesota charter schools are failing, but that they are encountering developmental issues that locate them squarely in the experience reported in other public and private sectors. It is recommended that new charter schools: (1) confront the additional stresses that make the press of schooling even more potent in new schools; (2) pay more attention to the needs of teachers; (3) develop themselves as active learning communities yet constrain their aspirations for curriculum development; (4) plan for the socialization of members; and (5) actively engage in designing teachers' roles as well as being flexible and experimental in instruction and curriculum content. A total of 22 tables and one figure are included. (Contains 13 references.) (LMI)

**ED 408 699** EA 028 438

*Marsh, David D.*

**Educational Leadership for the 21st Century: Integrating Three Emerging Perspectives.**

Pub Date—Mar 97

Note—26p.: Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Administrator Effectiveness, \*Administrator Role, \*Educational Change, Educational Environment, Elementary Secondary Education, Futures (Of Society), Instructional Leadership, \*Leadership, \*Principals, School Based Management, Strategic Planning

Dramatic changes in the work environment of education have resulted in role ambiguity and role overload for school principals. This paper explores the role of the principal of self-managing schools, especially as the role relates to educational leadership over the next decade. Several themes in the educational reforms likely to emerge and grow across national settings over the next 10 years are explored. The next section presents three interconnected perspectives on educational leadership (the cultural/school-transformation perspective, the strategic/results-driven perspective, and the linking-management-support-to-educational-improvement perspective), and discusses how these must be fit together if leadership in self-managing schools is to survive the decade. Finally, the paper presents practical applications and principal competencies that follow from the integrated view of the new educational leadership at the school level. The last section offers speculations about what will have been important educational leadership strategies as viewed 10 years from now. In the next decade, principals will need to lead from the middle, reframe the right problems, focus on the best results and sustain the focus, develop strategic thinking and planning that matters, restructure and reculture in a powerful synergy, link management support to work structures and organizational redesign, powerfully expand teaching and learning that is linked to the new results, and create professional capacity and learning communities that are driven by results. One figure is included. (Contains 32 references.) (LMI)

**ED 408 700** EA 028 439

*Detert, James R. Mauriel, John J.*

**Using the Lessons of Organizational Change and Previous School Reforms To Predict Innovation Outcomes: Should We Expect more from TQM?**

Pub Date—Mar 97

Note—55p.: Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Educational Change, \*Educational Quality, Elementary Secondary Education, \*Organizational Change, \*Organizational Development, Program Implementation, \*School Restructuring, \*Total Quality Management

Identifiers—\*Deming (W Edwards)

Can Total Quality Management (TQM) improve the performance of school systems in meaningful ways? This paper evaluates the soundness of TQM as an improvement program for education by comparing its philosophy and prescriptions with the mounting theoretical and empirical wisdom on introducing and sustaining large-scale organizational change and more specifically, school reform. Following a brief introduction to the fundamental tenets of TQM, the paradigm is systematically compared with the common themes of the organizational change and school reform literature. Among the strengths noted for TQM as a school-improvement program are its focus on studying and evaluating processes, data-based decision making, systems thinking, and continuous learning and development for all staff. TQM's potential weaknesses (common to many reform efforts) include insufficient attention to the political nature of schooling, the diffi-



culty of defining education's "customers," the difficulty of changing an existing culture, and insufficient time and money. The paper concludes by discussing a number of areas for future theoretical and empirical research on TQM as an educational improvement program. Twelve tables are included. (Contains 52 references.) (LMI)

ED 408 701

EA 028 441

Meyers, Joel And Others

# **Making Connections in School Reform: An Examination of Communication Strategies.**

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Mar 97

Contract—H023R30030

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

## **EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Communication (Thought Transfer), \*Diffusion (Communication), \*Educational Change, Elementary Secondary Education, \*Information Dissemination, Intergroup Relations, \*Organizational Communication, \*Participative Decision Making, School Restructuring, Systems Approach

Many recent educational reform efforts are based on the active involvement of administrators, educators, parents, and community members, all stakeholders in decision making. This paper presents findings of a study that investigated communication strategies used by shared decision-making teams in a small suburban school district in New York State serving 3,000 pupils. The study explored communication within the team, between the team and various constituent groups (e.g., parents, community members, teachers, etc.), and across different teams. Interviews were conducted with all members of three building-level shared decision-making teams from a primary school, a middle school, and a high school during the teams' second year of operation. The data point to the importance of a systemic, comprehensive approach to establish structured patterns of communication. Four research questions were addressed: (1) What are the perceptions of shared decision making team members concerning the methods used to facilitate coordination and communication between their shared decision making team and other groups engaged in educational reform activities? (2) What are the perceptions of shared decision making team members concerning the use of products (e.g., new curriculum goals, results of surveys developed by shared decision making teams, brochures distributed to educators and the community, etc.) produced by other teams engaged in educational reform activities? (3) What do shared decision making team members describe as the methods used to communicate to the constituent groups they represent on their shared decision making team? (4) What do shared decision making team members suggest as effective approaches to improving communication about educational reform efforts in their school district? Results of the study are discussed. The data point to the difficulty of doing school reform in a manner that includes effective communication throughout the system. Five tables are included. (Contains 25 references.) (LMI)

ED 408 702

EA 028 442

Biddle, Julie K.

# **Peering over the Traditional Rim: A Story from Dayton Catholic Elementary.**

Pub Date—Mar 97

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

## **EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Catholic Schools, Economically Disadvantaged, Elementary Education, \*Institutional Advancement, \*Institutional Mission, \*Parent Attitudes, \*Parent School Relation-

ship, School Attitudes, School Community Relationship

Catholic schools in the United States are engaged in a struggle to balance mission and market concerns. This paper presents a survey that explores the reasons why predominantly non-Catholic parents chose to send their children to a Catholic elementary school. The paper also examines the Catholic school's responsiveness to market forces as it attempts to preserve its mission. Dayton (Ohio) Catholic Elementary (DCE) is bordered on two sides by low-income neighborhoods. DCE faced multiple obstacles in the past two decades of changing religious make-up of the student body, changing racial mix, changing demographics of the neighborhood, and decreasing economic resources. Enrollment is 100 percent African American, almost 90 percent of whom are from non-Catholic families. Data were gathered through observation, formal and informal interviews, review of school documents, and a survey of parents. The survey elicited 49 responses, a 26 percent response rate. The findings show that Dayton Catholic Elementary is an example of a school that is distinctive without being exclusive. Parents' reasons for enrolling their children at DCE revolved around what they perceived to be the school's distinctive features: smaller class sizes, teacher interest in students, an emphasis on academic standards, discipline and order, attention to values, and the sense of community. The availability of tuition aid did not appear to be a motivating factor. In addition, the consistency between the school's mission and everyday classroom practice projected a powerful message to the school community. As urban Catholic elementary schools grapple with the market and mission of their schools, they must begin to peer over the "traditional rim." DCE realized its traditional mission by being sensitive to a new market; the school's responsiveness to family needs was a cornerstone of its distinctiveness. (LMI)

ED 408 703

EA 028 443

Osterling, Jorge P.

# **Engaging Community Voices for More Democratic Schooling.**

Pub Date—Mar 97

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

## **EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—American Dream, \*Cultural Awareness, Cultural Context, \*Cultural Pluralism, Elementary Secondary Education, Family School Relationship, Higher Education, \*Intergroup Relations, Masters Programs, Parent Teacher Cooperation, \*Participative Decision Making, \*School Community Relationship

Any discussion of educational transformation today should consider a community-oriented pedagogy. This paper describes the administrator-education curriculum at George Mason University's Institute for Educational Transformation, which was organized around the unifying theme of the "American Dream." The most important reason for doing this is that public education in the United States is often conceptualized or perceived as a vehicle for helping individuals and society fulfill their "American Dream." Students need to reflect on the interconnections among and between the "American Dream," public education, and democracy. This paper brought in various community voices to initiate, facilitate, and/or strengthen an ongoing dialogue between teachers and representatives from the different segments of northern Virginia society. In addition, teachers in the program were required to walk through school neighborhoods and to conduct two indepth interviews with parents. Listening to community voices in the school-based master's program motivated teachers to engage in a critical dialogue with community leaders, parents, and youngsters. "Community Voices" engaged in dialogue during the 2-week intensive summer session included: "African American Voices"; "Youth Voices: Preventing Gang Activity"; "A Voice from Asia"; and a "Voice from Latin America." The experience also provided

teachers with firsthand knowledge of these groups' concerns about education, their perceptions about schools, and the many alternative ways that exist to work together. This is particularly important in Arlington, Virginia, where teachers must deal with many unfamiliar social, cultural, and economic issues that have a tremendous effect on education. (LMI)

ED 408 704

EA 028 444

Lugg, Elizabeth Timmerman

# **The Future of Affirmative Action: Social Policy and Judicial Reality.**

Pub Date—Mar 97

Note—52p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

## **EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Affirmative Action, \*Civil Rights Legislation, \*Constitutional Law, \*Court Litigation, Equal Education, Equal Opportunities (Jobs), \*Federal Government, Federal Legislation, Federal State Relationship, Racial Discrimination

The history of social policy efforts to remediate racial discrimination can be traced to the post-Civil War period. This paper examines the tortuous course that affirmative action has traveled. It discusses the historical, philosophical, and constitutional issues surrounding the topic of civil rights, starting with the first antidiscrimination laws and Constitutional amendments passed shortly after the Civil War, and continuing through the turbulent 20th century. The analysis also includes statutory and case law that has developed as both the legislature and the courts have attempted to ascertain the appropriate role to be played by the federal government as positioned against state governments and private citizens when it comes to the guarantee of basic individual freedoms under the Federal Constitution. Finally, the paper discusses the implications for affirmative action and equal opportunity in the realm of education and employment in light of current social policy and judicial reality. It concludes by offering speculations about the future of affirmative action. (Contains 122 footnotes, 25 references, and a list of 20 cases.) (LMI)

ED 408 705

EA 028 445

Meyers, Barbara And Others

# **Getting Better with Practice? A Longitudinal Study of Shared Leadership.**

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Mar 97

Contract—H023R30030

Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997). Contains light broken type.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

## **EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Conflict Resolution, Elementary Secondary Education, Governing Boards, \*Leadership, Longitudinal Studies, Management Teams, \*Organizational Communication, Organizational Development, \*Participative Decision Making, \*Teamwork

Despite the recent attention to shared decision making, there has been little research investigating the process. This paper presents and compares three case studies describing the leadership and decision making of three shared-decision-making teams over 4 years. The teams—from one primary, one middle, and one high school—were set in one school district in New York State. Data were gathered through participant observation. The data suggest that teams gradually adopted a more consensual model of leadership, which occurred both through use of consensus-based decisions and special project teams. Shared decision making is a dynamic phenomenon that is susceptible to many factors and varies across teams. The data demonstrate that: (1) decision-making patterns of teams are likely to change over time; (2) individuals in leadership roles tend to participate in a disproportionately high number of

decisions and discussions; (3) teams may need to go through a clarifying stage in which they decide what to decide; (4) conflict may be necessary to promote team growth, role clarification, and delineation of a team's vision; (5) decision-making patterns can be influenced directly by training and by stability of team membership; (6) special project teams can facilitate shared decision making; (7) it takes time to develop effective shared decision-making practices; and (8) administrative support can empower decision makers. Four tables are included. (Contains 10 references.) (LMI)

**ED 408 706** EA 028 446

Petersen, George Beekley, Cynthia X.

**School Principals' Understanding of Mutual Responsiveness in Effective Leadership.**

Pub Date—Mar 97

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Administrator Attitudes, \*Administrator Effectiveness, Administrator Role, High Schools, Interprofessional Relationship, \*Leadership, \*Leadership Styles, \*Principals, Public Schools, Women Administrators

Research has demonstrated that corporations succeed or fail on the basis of how well they are led. Although the importance of leadership in organizational decision making has been recognized and studied extensively, numerous studies have also demonstrated the central role that the principal plays in shaping the school culture which, in turn, is a critical factor in determining the success of the school district. Additionally, an essential component of effective leadership is the cultivation of followers. This paper presents findings of a study that sought to determine whether public high school principals in Ohio understood the role and importance of followership in school leadership, in particular, the role that they played as followers. A survey of a random sample of 111 Ohio public secondary school principals elicited 84 responses, a 76 percent response rate. The survey instrument was the Principal Sentiment Inventory (PSI). The data suggest that the principals were aware of and saw followership as essential to carrying out their role as middle managers. The principals exemplified three types of followership—exemplary, pragmatic, or conformist. Female high school principals reported a higher level of active engagement than male principals. Two figures and four tables are included. (Contains 28 references.) (LMI)

**ED 408 707** EA 028 447

Wertheimer, Richard Zinga, Mario

**Attending to the Noise: Applying Chaos Theory to School Reform.**

Pub Date—Mar 97

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Change Agents, \*Educational Change, Elementary Secondary Education, Functions (Mathematics), \*Mathematical Models, \*Organizational Change, \*School Restructuring, Systems Approach

Identifiers—\*Chaos Theory

The Common Knowledge: Pittsburgh (CK:P), a technology-based project, introduced the Internet into all levels of the Pittsburgh Public Schools during 1993-97. This is a case study of the ideology, strategies, and process of the CK:P project describes the project's activities, examines the project in light of school-reform literature, and uses its experience to develop a conceptual framework for discussing such reform efforts. The language of chaos theory is used to describe the behaviors observed in the project and argues that the behaviors exhibited, as a result of implementing the CK:P project, are nonlinear, dynamic, and similar at every entry—individual, school, and district—of magnification. Although the behaviors appear to be ran-

dom, chaotic, and unpredictable, patterns or points of stable attraction exist within the randomness. The project experience suggests that at least four elements must be present for school reform to occur: (1) the individual or cultural change is irreversible; (2) the change is internalized by the majority; (3) institutional shifts occur to support and sustain the change; and (4) the change conforms to an agreed-upon standard. The value of applying chaos theory to school reform is that it is a holistic process for analyzing complex systems. Through mathematical modeling, chaos theory looks at systems globally while addressing local variables. It attempts to replicate a system's complexity by considering both the existing turbulence and that generated when introducing an agent of change. A glossary and four figures are included. (Contains 19 references.) (LMI)

**ED 408 708** EA 028 451

Whitener, Summer D. And Others

**Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey: 1994-95. Schools and Staffing Survey. E.D. Tabs.**

National Center for Education Statistics (ED), Washington, DC.; Pinkerton Computer Consultants, Inc., Baileys Crossroads, Va.; Bureau of the Census (DOC), Suitland, Md.

Report No.—NCES-97-450; ISBN-0-16-049079-0

Pub Date—May 97

Note—132p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328. (For free single copies, call National Data Resource Center: 703/845-3151, phone; 703-820-7465, FAX).

Pub Type—Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC06 Plus Postage.**

Descriptors—Career Change, Elementary Secondary Education, \*Faculty Mobility, \*Labor Turnover, Occupational Surveys, Private Schools, Public Schools, Retirement, \*Teacher Persistence, \*Teacher Transfer, Teaching (Occupation)

The TFS (Teacher Followup Survey) is a survey of elementary and secondary school teachers who participated in the Schools and Staffing Survey (SASS) Teacher Questionnaire and is conducted in the school year following the SASS data collection. The sample for the 1994-95 TFS was selected from the 7,200 teachers who participated in the 1993-94 SASS; it consisted of all who left teaching within the year after SASS was administered and a subsample of those who continued teaching. The TFS sought to provide estimates of teacher attrition rates; examine the characteristics of those who stay in the teaching profession and those who leave; obtain data on occupations or other activities for those who leave teaching and career information for those who are still teaching; update information on education, other training, and career plans; and collect data on attitudes about the teaching profession and job satisfaction. Some highlights follow: The attrition rate from the teaching profession between 1993-94 and 1994-95 was 6.6 percent in public schools and 11.9 percent in private schools. Teacher attrition varied by teacher's age. The two main reasons cited by public school teachers for leaving the teaching profession were retirement and pregnancy/child rearing; private school teachers reported that they left to pursue another career or because of a family or personal move. Nineteen tables are included. Appendices contain 15 standard error tables, copies of the Teacher Followup Surveys (for former and for current teachers), and a list of SASS and TFS data products. (LMI)

**ED 408 709** EA 028 454

Dudley, Janice Vidovich, Lesley

**The Politics of Education: Commonwealth Schools Policy, 1973-1995. Australian Education Review No. 36.**

Australian Council for Educational Research,

Melbourne.

Report No.—ISBN-0-86431-177-X

Pub Date—95

Note—226p.

Available from—Australian Council for Educational Research Ltd., 19 Prospect Hill Road, Camberwell, Melbourne, Victoria, 3124, Australia (\$29.92 Australian dollars).

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—Capitalism, \*Educational Economics, \*Educational Policy, Efficiency, Elementary Secondary Education, Foreign Countries, Free Enterprise System, Higher Education, \*Ideology, \*Policy Formation, \*Politics of Education, Resource Allocation

Identifiers—\*Australia

Fundamental changes took place in Australian education policy during the period from the early 1970s to the 1990s. These changes were paralleled by the establishment and abolition of the Schools Commission (1973-88). The establishment of the Schools Commission marked a period in Australian politics when education was a priority. The Schools Commission was a casualty of the Hawke Labor Government's micro-economic reform, which accompanied a trend toward economic rationalism and human capital theories. The rise and fall of the Schools Commission provides an example of the changes that occurred in the ideological legitimations of education policy during the period—from education for equity to education for efficiency; from social democracy to economic rationalism. The book is organized into three sections. The first section examines public policy in Australia with a focus on the political and ideological dimensions. It discusses the interaction between politics and ideology, and the manner in which ideology frames the political and the policy decision-making process, limits the legitimate policy options under consideration, and shapes the policy-making process itself. The second section offers a case study of the emergence and decline of the School Commission. The final section examines Commonwealth policy directions for education and training in the post-1987 period in both compulsory and post-compulsory schooling, and in higher education. One figure, three tables, and an index are included. (Contains 299 references.) (LMI)

**ED 408 710** EA 028 456

Shenkman, Gail

**Year-Round Education: Parent Satisfaction after the First Year.**

Pub Date—Feb 97

Note—72p.; Paper presented at the Annual Meeting of the National Association for Year-Round Education (28th, San Diego, CA, February 8-13, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Elementary Secondary Education, Family School Relationship, \*Parent Attitudes, Parent School Relationship, School Attitudes, \*School Schedules, \*Vacation Programs, \*Year Round Schools

This paper presents findings of a study that explored parent satisfaction with Year-Round Education (YRE) and its impact on family lives. Data were gathered through 20 interviews with parents of children who attended 2 elementary schools during the first year of a year-round pilot program in a large suburb adjacent to a midwestern city. Approximately 33% of the schools' families qualified for free or reduced lunches, were of Middle Eastern heritage (44%), and were limited in their English-speaking proficiency. All parents, even those opposed to YRE, expressed positive attitudes toward their school. Thirteen parents in the sample were Lebanese Muslim immigrants, who reported that the school schedule interfered with their children's summer religious school and with summer trips to Lebanon. Despite problems with vacation plans and child care, parents in general reported that YRE had a positive effect on their children's academic and social development. They felt that the new schedule was worth the disruption. (Contains 36 references and 4 tables.) (LMI)

## ED 408 711 EA 208 458

Tamang, H. D. Dharam, K. C.

**Innovation in Primary School Construction: Community Participation in Seti Zone, Nepal. Educational Building Report 20. A Case Study.**

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.

Pub Date—95

Note—147p.; Photographs may not reproduce clearly.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Building Design, \*Construction (Process), Construction Costs, Construction Management, Construction Materials, Construction Needs, Construction Programs, Developing Nations, \*Educational Facilities Design, \*Educational Facilities Improvement, \*Educational Facilities Planning, Efficiency, Elementary Education, Foreign Countries, School Buildings, \*School Construction

Identifiers—\*Nepal

Nepal is one of the poorest countries in the world. In 1981 the Education for Rural Development in Seti Zone Project—more commonly known as the "Seti Project"—was part of the Nepalese government's effort to develop a system of basic education in that far western region of Nepal. The early success of the project provided the impetus for the development of the Primary Education Project, which is supported by the World Bank/International Development Association. This publication is part of the UNESCO Principal Regional Office for Asia and the Pacific (PROAP) series on innovations in primary school construction. The series focuses on how to get the most value for money invested in educational buildings. The experience of Nepal and its project Education for Rural Development in the Seti zone is an example of how people can contribute to their own development. The project is based on the premise that such self-development is mainly fueled by knowledge. Mobilizing community interest, maintaining community confidence, and creating technically satisfactory buildings is a major challenge for all participatory development programs. The report gives a chronological review of the work and describes the project's origins, the context for the building design, the management approach, the school-construction program planning, program implementation, and program achievements. A total of 27 illustrations, 2 maps, 3 figures, and 4 tables are included. (LMI)

## ED 408 712 EA 208 459

Sessa, Valerie I. Campbell, Richard J.

**Selection at the Top: An Annotated Bibliography.**

Center for Creative Leadership, Greensboro, N.C. Report No.—ISBN-1-882197-29-1

Pub Date—97

Note—110p.

Available from—Center for Creative Leadership, P.O. Box 26300, Greensboro, NC 27438-6300.

Pub Type—Books (010) — Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Administrator Characteristics, Administrator Effectiveness, Administrator Evaluation, \*Administrator Selection, Corporations, Diversity (Institutional), \*Leadership Qualities, Management Teams, Occupational Information, \*Organizational Climate, Organizations (Groups), \*Promotion (Occupational), Recruitment

In this era of rapidly changing organizational environments, the task of executive selection is critical. Practitioners clearly need help with such essential questions as: What does it mean to be successful in today's organizations? How can we select executives who are more likely to perform successfully in them? This book seeks to address those questions by providing an introduction to what recent literature says about selection at the top of organizations (chief executive officer and two levels down) and how it relates to the selected executive's success and to the organizational goals. The

book contains an annotated bibliography of over 100 sources of the literature on executive selection. The annotations are organized to provide information about selection at the top; the effect of organizational context on selection; the characteristics of jobs at the top; the characteristics of executives; methods for selecting higher level personnel and predicting their success; executive performance after selection; and organizational outcomes. The bibliography includes scientific journal articles, technical reports, articles from the popular press, books, book chapters, and viewpoints of practitioners and experts in the field. An author index is included. (LMI)

## ED 408 713 EA 208 460

McBrien, J. Lynn Brandt, Ronald S.

**The Language of Learning: A Guide to Education Terms.**

Association for Supervision and Curriculum Development, Alexandria, VA.

Pub Date—Jun 97

Note—125p.

Available from—Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314-1453 (Stock No. 197155; \$13.95, nonmember; \$11.95, member).

Pub Type—Books (010) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Definitions, Dictionaries, \*Education, Elementary Secondary Education, Glossaries, Jargon, Language Usage, \*Vocabulary

Education has a language of its own. Unfortunately, the general public and even some educators have different understandings of what the terms mean. This book examines more than 200 terms used in K-12 education in the United States. The purpose of this book is to enlighten parents, school board members, business leaders, and other concerned citizens about educational jargon in an objective way, using everyday language. Each entry offers a definition, and some entries include examples and resources for more information. At the end of the book topics are grouped with a list of key words related to the subject. The list can be used as a cross-reference and as a resource. A topic index is included. (LMI)

## ED 408 714 EA 208 461

Beyer, Landon E., Ed. Apple, Michael W., Ed.

**The Curriculum: Problems, Politics, and Possibilities. Frontiers in Education Series.**

Report No.—ISBN-0-88706-818-9

Pub Date—88

Note—368p.

Available from—State University of New York Press, State University Plaza, Albany, NY 12246 (paperback: ISBN-0-88706-818-9; hardcover: ISBN-0-88706-827-0).

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—\*Critical Theory, \*Curriculum, \*Curriculum Development, Educational Assessment, \*Educational Sociology, Educational Technology, Elementary Secondary Education, Epistemology, \*Politics of Education, Power Structure, Social Change, Teaching (Occupation), Values

Over the past few decades, educators have witnessed a slowly growing but significant change in the way they approach their work. Professional curriculum debate now tends to be over procedures, not over what counts as legitimate knowledge. This book aims to reintegrate the ethical, personal, and political into curriculum discourse and decision making. Educators and policymakers need to think about education as being integrally connected to the cultural, political, and economic institutions of the larger society. Chapters include the following: (1) "Values and Politics in the Curriculum" (Landon E. Beyer and Michael W. Apple); (2) "The Effort to Reconstruct the Modern American Curriculum" (Herbert M. Kliebard); (3) "Contestation and Curriculum: The Efforts of American Socialists, 1900-1920" (Kenneth N. Teitelbaum); (4) "What Goes On in Classrooms? Is This the Way We Want It?"

(Kenneth A. Sirotnik); (5) "Models of Curriculum Planning" (George J. Posner); (6) "Curriculum Planning and the State: The Dynamics of Control in Education" (Dennis L. Carlson); (7) "Curriculum and Knowledge Selection" (Philip H. Steedman); (8) "Curriculum Platforms and Literature" (Thomas E. Barone); (9) "Democracy and the Curriculum" (George H. Wood); (10) "Curriculum and the Work of Teachers" (Gail McCutcheon); (11) "Teaching, Gender, and Curriculum" (Sara E. Freedman); (12) "Schooling for the Culture of Democracy" (Landon E. Beyer); (13) "Education, Technology, and the Military" (Douglas D. Noble); (14) "A Critical Analysis of Three Approaches to the Use of Computers in Education" (Michael J. Streibel); (15) "Teaching and Technology: The Hidden Effects of Computers on Teachers and Students" (Michael W. Apple); (16) "The Human Problems and Possibilities of Curriculum Evaluation" (George Willis); and (17) "Social Evaluation of Curriculum" (Michael W. Apple and Landon E. Beyer). Endnotes accompany each article; name and general indices are included. (LMI)

## ED 408 715 EA 208 462

Herrington, Carolyn D. Trimble, Susan

**Beyond Equity: The New Politics of State Fiscal Constraints. State of the States: Florida.**

Pub Date—Mar 97

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Equity (Finance), \*Educational Finance, Elementary Secondary Education, Finance Reform, Fiscal Capacity, \*Resource Allocation, School District Wealth, \*School Support, State Aid, State Legislation, \*Tax Allocation, Tax Effort

Identifiers—\*Florida

Public school funding in Florida differs from other states in a number of important ways. First, Florida has a highly equalized resource-distribution formula resulting in a high degree of interdistrict equity. Second, concerns for quality, while constant, have had to compete with the state's phenomenal growth. Third, the state exercises a much greater degree of control over the level of total funding (state and local) than many other states, which means that public school financing is highly vulnerable to shifts in the financing of other state programs. This paper describes the current condition of education funding for public schools in Florida, reviews the pressures facing educational finance in the state, and analyzes the fiscal, political, and judicial issues they raise. The state funding formula does not address educational need or adequacy. Inadequacy is due to the structurally inadequate tax base, new political and constitutional barriers to tax base expansion, and the fierce sectoral rivalry for state revenues. Since the late 1980s efforts to find other funding sources have met with mixed or limited success. These efforts included a lottery, a local sales tax, and a referendum to guarantee a fixed percentage of the budget for public education. Other issues include equity, capital construction, efficiency, and educational reform. (Contains seven references.) (LMI)

## EC

## ED 408 716 EC 305 261

**Inclusion: An Annotated Bibliography. Supplement.**

Western Regional Resource Center, Eugene, OR. Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Nov 96

Note—83p.; For the previous supplement, see ED 401 652. For original bibliography, see ED 372



573.  
Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Case Studies, Curriculum, \*Disabilities, Early Childhood Education, Educational Philosophy, Elementary Secondary Education, \*Inclusive Schools, Legal Problems, Legislation, Postsecondary Education, Teacher Collaboration, Teacher Education

This bibliography contains approximately 80 abstracts of publications, dated from 1991 through 1996, concerned with the provision of educational services for students with disabilities in inclusive settings. Each one-page reference includes bibliographic information (author, title, publication date, journal, publisher, place of publication); source information; an abstract; subject descriptors; and a list of suggested audiences. The abstracts are grouped into the following broad categories: case studies, collaboration, curriculum, disability awareness, early childhood, legal interpretations, legal issues, legislation, miscellaneous, newsletters, philosophy, policies, position statements, research, staff training/preparation, strategies/implementation, teacher education, and videos. (DB)

**ED 408 717** EC 305 540

Loux, Donny

**Report of the Legislative Task Force on American Sign Language to the Members of the 69th Session of the Nevada Legislature.**

Nevada State Legislature, Carson City.

Pub Date—Nov 96

Note—41p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—American Sign Language, Credits, Curriculum Development, \*Deafness, Educational Policy, Elementary Secondary Education, Higher Education, Language Proficiency, Manual Communication, \*Second Language Instruction, Second Languages, State Legislation, State Standards, Teacher Certification

Identifiers—Deaf Community, Deaf Culture, \*Nevada

This booklet presents basic issues and recommendations of a Nevada legislative task force on the establishment of courses in American Sign Language (ASL) for credit as a foreign language in the public schools and institutions of higher education. An introductory section, "American Sign Language and Deaf Culture Issues and Answers: A Basic Guide for Education and Public Service Agency Administrators" by James R. Womack, describes the report's purpose, characteristics of the deaf community, the nature of ASL compared to other forms of manual communication, answers to common questions about ASL as a language, reasons for conflicting information, and sources of good information. The main body of the report presents recommendations of the task force. The issues of cost and implementation at the postsecondary level are specifically addressed. The recommendations cover: certification/licensure, the course of study in public schools and in the university and community college systems, and standards for levels of proficiency. Appendices list the 12 recommendations and summarize results of a survey of 14 other states regarding recognition of ASL. (DB)

**ED 408 718** EC 305 586

Bonilla, Carlos A., Ed. Goss, Joyce, Ed.

**Students at Risk: The Teachers' Call to Action!**

Report No.—ISBN-1-879774-09-7

Pub Date—97

Note—112p.

Available from—ICA Inc., 1020 N. Commerce, Stockton CA 95202.

Pub Type—Books (010) — Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors—Bilingual Education Programs, Classroom Techniques, Cognitive Style, Disadvantaged Environment, \*Early Parenthood, \*Educational Strategies, Elementary Secondary Education, English (Second Language),

\*High Risk Students, Hispanic Americans, Homework, Parent Participation, \*Poverty, \*Prenatal Drug Exposure, Violence

Identifiers—Hispanic American Students

Written by a team of graduate student teachers, this collection of papers focuses on the challenges of teaching at-risk students and the development of successful classroom strategies. The first chapter, "Kids in Need: The Teachers' Perspective," addresses Hispanic children in poverty, the effects of poverty on academic achievement, and recommendations to help schools to get Hispanic children involved and interested. In the second chapter, "Teenage Pregnancy: Where are the Dads?" the effects of the lack of a father on children and a school-based prevention program to decrease risky sexual behaviors of adolescent students are discussed. Chapter 3, "Let's Ask the Kids: The ESL Perspective," describes the outcomes of a study that investigated the reactions of 36 Spanish-speaking students to the bilingual programs they had experienced and presents recommendations for improving bilingual programs. In the fourth chapter, "The Epidemic of School Violence in the U.S.: A Statistical Brief," statistics on violence in junior high and high school campuses are provided, while Chapter 5, "Chicks on Crack: Effects at Birth and Beyond," discusses the results of studies exploring the prenatal effects of crack cocaine. Chapter 6, "Who's Hurting Who? Violence Is in Education," presents data on environmental factors that cause criminal violence and offers strategies for reducing the risk. "What Will It Be: Excitement or Apathy? The Learning Style Dilemma: What's a Teacher to Do?" (Chapter 7) outlines different types of student learning styles, discusses cultural influences on learning styles, and provides recommendations for teaching strategies. In Chapter 8, "Homeworks: Inclusion of Parents in the Education Equation," the importance of parental participation is highlighted, and the final chapter, "How to Survive in the Blackboard Jungle: The Quest for Effective Classroom Management," lists behaviors of an effective classroom manager and provides classroom management techniques. Each paper contains references. (CR)

**ED 408 719** EC 305 589

**Project Success Enrichment: Language Arts**

Manual. Short Story Unit.

Report No.—ISBN-0-7872-2645-9

Pub Date—96

Note—105p.; For related documents on other topics in the same project, see ED 404 794 and EC 305 590-592.

Available from—Kendall/Hunt Publishing Company, 4050 Westmark Drive, Dubuque, IA 52004-1840; toll-free telephone: 800-228-0810; toll-free fax: 800-772-9165 (\$40).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—Biographies, Childrens Literature, Cognitive Development, \*Creative Writing, \*Curriculum, Elementary Education, Enrichment Activities, Fiction, \*Gifted, \*Language Arts, Lesson Plans, Literature Appreciation, \*Short Stories, Story Grammar, Student Educational Objectives, Teaching Models, Writing (Composition), \*Writing Instruction

This manual is intended for teachers using the Project Success Enrichment (PSE) program to teach language arts to gifted and typical elementary school students. Following an introduction that outlines the purposes and objectives set forth in the Project Success Enrichment: Language Arts Introductory Unit, this component focuses on the short story unit, the purpose of which is to elaborate on the basic skills presented in the Introductory Language Arts Unit. Academic objectives and ability development objectives such as self-management, social skills, and thinking skills are discussed. The main focus of the unit is to present activities that will motivate students to develop advanced writing skills in both the fiction and nonfiction areas and to extend and elaborate on basic skills, including vocabulary, sentence structure, imagery, theme, and format. Short story activities are designed to teach students the elements of a short story (setting, characterization, plot, and theme) so they may develop

well-written compositions. Examples are provided to help students in developing different kinds of writing formats, including dialogue, narrative biography, autobiography, opinion, fantasy, and historical and scientific fiction. A definition sheet of vocabulary terms for the elements of literature and examples of students' short stories are provided. Blank student worksheets and evaluation forms for different activities are also included. (CR)

**ED 408 720** EC 305 590

**Project Success Enrichment: Visual Art. Introductory Unit.**

Report No.—ISBN-0-7872-2642-4

Pub Date—96

Note—243p.; For related documents on other topics in the same project, see ED 404 794 and EC 305 589-592.

Available from—Kendall/Hunt Publishing Company, 4050 Westmark Drive, Dubuque, IA 52004-1840; toll-free telephone: 800-228-0810; toll-free fax: 800-772-9165 (\$50).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—Art Activities, Art Appreciation, Art Education, Childrens Art, \*Clay, Creative Activities, Educational Strategies, Elementary Education, Enrichment Activities, \*Freehand Drawing, \*Gifted, Lesson Plans, \*Painting (Visual Arts), \*Visual Arts

This manual focuses on visual art and is intended for teachers using the Project Success Enrichment (PSE) program to teach gifted or interested elementary school students. An introduction discusses the PSE art philosophy, including a definition of the components of a complete work of art (subject matter, composition, and content), the study of which is integrated into each developmental skill level in the program. Student characteristics and their implications in creating art (fluency, flexibility, originality, elaboration, courage, complexity, curiosity, and imagination) are discussed in terms of the goals and objectives of the program. The manual then divides 26 art lessons into 3 major categories: basic drawing, basic painting, and basic clay. Each lesson begins with objectives, concepts, and background. Vocabulary that is used is defined and the materials needed for the lesson are listed, followed by a description of the preparation needed for the lesson and step-by-step implementation instructions. Descriptions of extended activities are also included. A separate section discusses reporting and evaluation of art skill components. Blank forms are provided for student evaluation in each of the three categories. A list of vocabulary words used in each lesson, a glossary of terms, and a list of literature books used with the Native American unit for PSE are included. (Contains 33 references.) (CR)

**ED 408 721** EC 305 591

**Project Success Enrichment: Language Arts**

Manual. Literary Analysis Unit.

Report No.—ISBN-0-7872-2644-0

Pub Date—96

Note—189p.; For related documents on other topics in the same project, see ED 404 794 and EC 305 589-592.

Available from—Kendall/Hunt Publishing Company, 4050 Westmark Drive, Dubuque, IA 52004-1840; toll-free telephone: 800-228-0810; toll-free fax: 800-772-9165 (\$40).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—Childrens Literature, \*Critical Reading, Elementary Education, Enrichment Activities, \*Gifted, \*Language Arts, Lesson Plans, Literary Criticism, Literary Devices, Literature Appreciation, \*Reading Instruction

Identifiers—\*Newbery Award

This manual focuses on literary analysis and is intended for use by teachers using the Project Success Enrichment (PSE) program to teach language arts to gifted and typical elementary school students. The literary analysis unit provides teachers with lessons keyed to a number of the Newbery Award winners from 1934-1995, along with a literary analysis process that uses literary elements

(theme, plot, characterization, setting, and climax) and the content of the book. An introduction explains the Newbery Award, provides a list of Newbery Award winners, and discusses Newbery literary analysis. Examples of literary analysis charts and definitions of literary elements along with student activity sheets for 21 of the Newbery Award winning books are provided. The activity sheets are designed to develop higher level thinking skills and begin with questions that focus children's thinking on knowledge and comprehension, then questions that have applications, and end with questions that encourage analysis, synthesis, and evaluation. The sheets can be duplicated as worksheets for children to use individually, in pairs, or small groups. Answer keys are provided for the first 11 books (1977-90). A list of recommended instructional materials for language arts curriculum that includes Newbery Award winners is provided. (CR)

#### ED 408 722 EC 305 592

**Project Success Enrichment: Training Manual.**  
Report No.—ISBN-0-7872-2641-6

Pub Date—96

Note—115p.; For related documents on other topics in the same project, see ED 404 794 and EC 305 589-591.

Available from—Kendall/Hunt Publishing Company, 4050 Westmark Drive, Dubuque, IA 52004-1840; toll-free telephone: 800-228-0810; toll-free fax: 800-772-9165 (\$45).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Behavior Rating Scales, Brain Hemisphere Functions, Cognitive Style, Curriculum, Elementary Education, Evaluation Methods, \*Gifted, Individual Characteristics, \*Language Arts, \*Student Evaluation, Talent Identification, Teaching Methods, \*Visual Arts  
Identifiers—Blooms Taxonomy

This manual is intended to train teachers to use the Project Success Enrichment (PSE) program to teach language arts and visual art to gifted and typical elementary school students. An introduction outlines the PSE goals and provides a history of PSE. The next section discusses diagnostic and identification procedures for use in examining students' learning styles and abilities. Included in this section are materials for evaluating student characteristics and abilities, including those of superior students, students with learning disabilities, and talented/gifted students. Also included are materials on the behaviors of gifted students, criteria for screening and/or diagnosing language and visual arts abilities, and pre-tests for determining language and visual arts abilities. Information is also provided on left and right brain hemisphere functions. A section on curriculum presents the PSE hierarchy of learning skills and describes the PSE language and visual arts curriculum. Teaching strategies are then outlined, including information on Benjamin Bloom's taxonomy of higher level thinking. Evaluation procedures are presented for rating the overall effectiveness of PSE programs and progress in language arts and visual art. Blank reporting forms are provided for evaluating students' individual performance and PSE training. (CR)

#### ED 408 723 EC 305 593

**International Classification of Impairments, Disabilities, and Handicaps: A Manual of Classification Relating to the Consequences of Disease.**

World Health Organization, Geneva (Switzerland).

Report No.—ISBN-92-4-154126-1

Pub Date—94

Note—207p.; This 1994 reprinting includes both the Introduction to the original 1980 edition (see ED 204 909) and the Foreword to the 1993 reprint. "In other respects, the manual is essentially unchanged...."

Available from—Office of Publications, World Health Organization, 1211 Geneva 27, Switzerland (18 Swiss francs; 12.60 Swiss francs in

developing countries).

Pub Type—Books (010) — Reference Materials - Vocabularies/Classifications (134)

**EDRS Price — MF01/PC09 Plus Postage.**

Descriptors—\*Classification, Clinical Diagnosis, \*Disabilities, \*Disability Identification, Evaluation Methods, Foreign Countries, Mobility, Self Management, Social Integration, \*Symptoms (Individual Disorders)

Identifiers—World Health Organization

This classification system is intended to offer a conceptual framework for information; the framework is relevant to the long-term consequences of disease, injuries or disorders, and applicable both to personal health care, including early identification and prevention, and to the mitigation of environmental and societal barriers. It begins with an explanation of the development, structure, scope, and use of the classifications. The manual contains three distinct and independent classifications, each relating to a different plane of experience consequent upon disease. The classifications include: (1) impairments (concerned with abnormalities of body structure and appearance and with organ or system function, resulting from any cause); (2) disabilities (reflecting the consequences of impairment in terms of functional performance and activity by the individual); and (3) handicaps (concerned with the disadvantages experienced by the individual as a result of impairments and disabilities). The classification of impairments reviews intellectual impairments; other psychological impairments; language impairments; aural impairments; ocular impairments; visceral impairments; skeletal impairments; disfiguring impairments; and generalized, sensory, and other impairments. The classification of disabilities describes disabilities relating to behavior, communication, personal care, locomotor, body disposition, dexterity, situational disabilities, particular skill disabilities, and other activity restrictions. The classification of handicaps reviews handicaps relating to orientation, physical independence, mobility, occupation, social integration, economic self-sufficiency, and other handicaps. The manual also provides an index to impairments. (CR)

#### ED 408 724 EC 305 595

**Nebraska Department of Education, Rule 51. Regulations and Standards for Special Education Programs. Title 92, Nebraska Administrative Code, Chapter 51.**

Nebraska State Dept. of Education, Lincoln. Special Education Section.

Pub Date—Apr 96

Note—96p.

Available from—Nebraska Dept. of Education, 301 Centennial Mall South, Lincoln, NE 68509.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—Budgeting, \*Disabilities, \*Disability Identification, Due Process, Early Childhood Education, Elementary Secondary Education, Eligibility, Individualized Education Programs, Individualized Family Service Plans, Program Implementation, \*Special Education, \*State Regulation, \*State Standards, Student Placement, Teacher Qualifications, Transportation

Identifiers—\*Nebraska

This policy manual presents the state of Nebraska's regulations and standards for special education programs that are effective April 23, 1996. The regulations include a declaration of responsibility, provide the statutory authority, and address the following areas: (1) definitions of disabilities and other relevant terms; (2) responsibility for special education programs, including participation by nonpublic school children, and program standards reviews; (3) establishment and administration of special education, including early intervention; (4) identification of children with disabilities, multidisciplinary education team requirements, and eligibility for special education; (5) individualized education programs, individualized family service plans, and parent participation; (6) placement of children with disabilities and suspension and expulsion of students with disabilities;

(7) procedural safeguards, including accessibility and confidentiality or records, procedural timelines, parental notice, parental consent, and complaint procedures; (8) qualifications for special education personnel; (9) school district budget process for school age programs; (10) school district budget process for early childhood special education programs; (11) contracted programs; and (12) special education transportation, including transportation for nonresident high school students. (CR)

#### ED 408 725 EC 305 596

**Special Education Data Report 1994-95.**

Colorado State Dept. of Education, Denver.

Pub Date—Aug 96

Note—23p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Disabilities, Early Childhood Education, Elementary Secondary Education, \*Expenditure Per Student, Incidence, \*School Districts, School Statistics, \*Special Education, Special Education Teachers, State Surveys, Student Attrition, \*Student Placement, Tables (Data)

Identifiers—\*Colorado

This report presents tables, graphs, and text detailing special education statistics for the state of Colorado for the school year 1994-95. The first section of the report includes the following information: (1) the number of children with disabilities served by disability category; (2) the number of students with disabilities served by disability and percent of each disability; (3) the age of students with disabilities; (4) the number of students with disabilities served in various settings; (5) the number of students with disabilities served in home schools by disability; (6) the percent of students with disabilities by disability and gender; and (7) the exit status of students with disabilities. Additional sections of the report include data on the number and different occupations of special education staff, special education expenditures, and special education revenues. A chart includes the number of special education students served in each individual administrative unit, the cost per student, and the total special education expenditures for each unit. The report's data indicate there was a total of 67,419 children with disabilities served in the school year 1994-95, 82 percent of students with disabilities were served within their home school, and the total special education expenditure was \$294,160,335. (CR)

#### ED 408 726 EC 305 597

**Strategic Plan Submitted under Section 101 of the Act and the Supplement to the State Plan Submitted under Part C of Title VI of Federal Fiscal Years 1996, 1997, 1998, 1999.**

Idaho State Dept. of Education, Boise. Div. of Vocational Education.

Pub Date—Oct 95

Note—27p.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Adults, Change Strategies, \*Disabilities, Institutional Administration, Long Range Planning, Mission Statements, \*Organizational Change, Organizational Climate, \*Organizational Objectives, State Programs, \*Strategic Planning, \*Vocational Rehabilitation

Identifiers—\*Idaho

This strategic plan outlines the goals and objectives of the Idaho Division of Vocational Rehabilitation (IDVR) for fiscal years 1996-99. The plan begins with a mission statement, a list of rehabilitation values, and an explanation of the services IDVR provides and how IDVR works as a change agent. Values associated with the importance of client choice, IDVR's relationship with employers, and IDVR's internal environment are also highlighted. The goals of IDVR are listed: (1) providing statewide availability and accessibility to a complete range of vocational rehabilitation services required to achieve employment; (2) increasing the rehabilitation success rate; (3) conducting statewide surveys of people rehabilitated by IDVR to

determine the effectiveness of services; (4) maximizing IDVR's influence with entities in the external environment; (5) disseminating all information required at a certain level within the agency to that level to enable relevant decisions in a timely fashion; (6) expanding and improving the IDVR public image; and (7) committing to a program of services that promotes client satisfaction by measuring quality and satisfaction of outcomes. Each goal is followed by objectives and specific activities to reach the goal. Every activity has an objective, a completion date, and a position assigned responsibility for achieving these goals. (CR)

**ED 408 727** EC 305 598

*Eberharter-Maki, Elaine And Others*  
**Students with Serious Emotional Disturbance.**  
**A Legal Guide to Identification.**

Western Regional Resource Center, Eugene, OR.; Idaho State Dept. of Education, Boise.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Sep 96

Contract—H028A30003

Note—55p.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Case Studies, \*Court Litigation, \*Disability Identification, Educational Legislation, Elementary Secondary Education, \*Emotional Disturbances, Evaluation Methods, \*Federal Regulation, Policy Formation, \*State Regulation, \*Student Evaluation, Symptoms (Individual Disorders)

Identifiers—\*Idaho, Individuals with Disabilities Education Act

This manual provides guidance to Idaho school districts in identifying students with serious emotional disturbances (SED), as defined by federal and state laws and regulations. Sections 1, 2, and 3 of the guide describe SED in the context of various factors, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and state regulations. Sections 4 and 5 identify the components contained in the federal regulation on SED, describe how each of these components has been defined by hearing officers and courts, and give examples of how students have met particular components of the federal regulation on SED. Section 6 discusses schizophrenia, the only condition which automatically qualifies a student as having SED. Sections 7, 8, and 9 provide information on particularly contentious topics within a discussion of SED, including social maladjustment, conduct disorder, and mental disorders. Sections 10 and 11 present case studies showing how the components of the federal regulation on SED, school officials, parents, hearing officers, and courts interact in determining whether a student has met the federal definition of SED. The guide cites federal policy letters and refers to case law from various courts around the nation. (CR)

**ED 408 728** EC 305 599

*Brookshire, Robert H.*

**Introduction to Neurogenic Communication Disorders. Fifth Edition.**

Report No.—ISBN-0-8151-1014-6

Pub Date—97

Note—490p.

Available from—Mosby-Year Book, Inc., 11830 Westline Industrial Dr., St. Louis, MO 63146-3318 (\$45.99).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Adults, Aphasia, Clinical Diagnosis, \*Communication Disorders, \*Etiology, Evaluation Methods, Head Injuries, \*Intervention, \*Neurological Impairments, Outcomes of Treatment, Staff Role, \*Symptoms (Individual Disorders), Teamwork

Identifiers—Dementia, Dysarthria

This book provides an overview of the causes and symptoms, and the typical courses, treatments, and outcomes of neurogenic communication disorders. Chapter 1 reviews the human nervous system and neurologic causes of adult communication disorders.

Chapter 2 discusses the neurologic assessment and arriving at a diagnosis, including the neurologist's use of the patient's current complaints and medical history, the neurologic examination, and the results of laboratory tests. Chapter 3 addresses the steps for assessing neurogenic communication impairments: (1) reviewing information found in referral documents and medical records; (2) evaluating the consequences of brain damage; and (3) interviewing and testing the patient. Chapter 4 discusses assessment of aphasia and related disorders, including how to assess language and communication, auditory comprehension, reading, speech production, and written expression. The effects of managed care on the assessment of neurogenic communication disorders are also discussed. Chapter 5 describes the roles that different professionals play in working on treatment teams, general characteristics of treatment sessions, adjusting treatment tasks to the patients, and how clinicians decide what to treat. Chapters 6 through 10 focus on the treatment of specific disorders, including aphasia and related disorders, right hemisphere syndrome, traumatic brain injury, dementia, and dysarthria. An appendix defines standard medical abbreviations and a glossary is included. (Contains over 500 references.) (CR)

**ED 408 729** EC 305 600

*Strock, Margaret*

**Obsessive-Compulsive Disorder. [Revised.].**

National Inst. of Mental Health (DHHS), Rockville, Md.

Report No.—NIH-pub-96-3755

Pub Date—Sep96

Note—24p.

Available from—National Institute of Mental Health, Information Resources and Inquiries Branch, 5600 Fishers Lane, Room 7C-02, Rockville, MD 20857.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Behavior Disorders, \*Behavior Modification, \*Disability Identification, \*Drug Therapy, Incidence, Intervention, Mental Disorders, \*Neurological Impairments, Outcomes of Treatment, \*Symptoms (Individual Disorders)

Identifiers—\*Obsessive Compulsive Behavior

This booklet provides an overview of the causes, symptoms, and incidence of obsessive-compulsive disorder (OCD) and addresses the key features of OCD, including obsessions, compulsions, realizations of senselessness, resistance, and shame and secrecy. Research findings into the causes of OCD are reviewed which indicate that the brains of individuals with OCD have different patterns of brain activity than those of people without mental illness or with some other mental illness. Other types of illness that may be linked to OCD are noted, such as Tourette syndrome, trichotillomania, body dysmorphic disorder and hypochondria. The use of pharmacotherapy and behavior therapy to treat individuals with OCD is evaluated and a screening test for OCD is presented, along with information on how to get help for OCD. Lists of organizations that can be contacted and related books on the subject are also provided. Case histories of people with OCD are included in the margins of the booklet. (Contains 11 references.) (CR)

**ED 408 730** EC 305 601

**College: You Can Do It! DO-IT Program.**

Washington Univ., Seattle.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—96

Note—7p. Additional funding received from NEC Foundation of America and US WEST Communications.

Available from—DO-IT, 4525 15th Avenue NE, University of Washington, Box 35482, Seattle, WA 98105-4527; telephone/TTY: 206-685-DOIT; fax: 206-685-4045.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Career Planning, \*College Admission, \*College Bound Students, \*College Preparation, \*Disabilities, High Schools, Higher Education, Paying For College, School Orientation, Self Advocacy, Student Personnel Services, Success, Transitional Programs

tation, Self Advocacy, Student Personnel Services, Success, Transitional Programs

Designed for students with disabilities, this publication outlines the steps needed for successful transition from high school to college and beyond. The guide urges students to find out about institutional entrance requirements, maintain a high grade point average, take pre-college examinations, take care with college applications, find financial resources, find out about and utilize support services at colleges, ask about transition programs in high school and orientation programs at colleges, develop self-advocacy skills and self-management skills, develop study skills, network, and take advantage of opportunities in high school and college to learn about and use computer technologies. The importance of making wise academic and career choices, building a resume, and participating in internships and social activities is also addressed. The guide includes a list of helpful hints for succeeding in college that was developed by participants in DO-IT (Disabilities, Opportunities, Internetworking, and Technology). Campus resources for students with disabilities at the University of Washington are also listed. (CR)

**ED 408 731** EC 305 602

**Working Together: Science Teachers and Students with Disabilities. DO-IT Program.**

Washington Univ., Seattle.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—96

Note—5p. Additional funding received from NEC Foundation of America and US WEST Communications.

Available from—DO-IT, 4525 15th Avenue NE, University of Washington, Box 35482, Seattle, WA 98105-4527; telephone/TTY: 206-685-DOIT; fax: 206-685-4045.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Access to Education, \*Disabilities, Educational Strategies, Elementary Secondary Education, Higher Education, \*Science Instruction, Science Laboratories, Science Materials, \*Teacher Role

Identifiers—\*Academic Accommodations (Disabilities), \*Testing Accommodations (Disabilities)

This brochure describes ways that science teachers and students with disabilities can work together to develop creative alternatives for the challenges in gaining and demonstrating knowledge faced by these students. In the first section, "Gaining Knowledge", lists of difficulties faced by students with disabilities are placed in columns opposite to types of accommodations. Some of the accommodations described include: providing materials in alternative formats; providing scientific equipment with Braille and large print markings; providing an FM system or interpreter; making electronic communications available; providing extra time and access to materials via a computers equipped with speech and large print output; and flexible scheduling arrangements for students who have health impairments. The second section "Demonstrating Knowledge", details accommodations that can be made for students with disabilities who cannot demonstrate mastery of a subject by writing, speaking, or working through a problem in a lab. Accommodations include providing worksheets and tests in alternative formats, allowing extra times or alternative testing arrangements, and providing in-class access to a computer with alternative input devices. The brochure includes a list of key electronic resources at the University of Washington related to the DO-IT (Disabilities Opportunities Internetworking Technology) program. (CR)

**ED 408 732** EC 305 603

**Adaptive Technology that Provides Access to Computers. DO-IT Program.**

Washington Univ., Seattle.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—94

Note—5p. Additional funding received from NEC Foundation of America and US WEST



## Communications.

Available from—DO-IT, 4525 15th Avenue NE, University of Washington, Box 35482, Seattle, WA 98105-4527; telephone/TTY: 206-685-DOIT; fax: 206-685-4045.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Accessibility (for Disabled), \*Assistive Devices (for Disabled), Braille, Computer Assisted Instruction, Computer Software, \*Computers, \*Disabilities, Electromechanical Aids, Hearing Impairments, \*Keyboarding (Data Entry), Learning Disabilities, \*Low Vision Aids, Optical Scanners, Physical Disabilities, Visual Impairments

This brochure describes the different types of barriers individuals with mobility impairments, blindness, low vision, hearing impairments, and specific learning disabilities face in providing computer input, interpreting output, and reading documentation. The adaptive hardware and software that has been developed to provide functional alternatives to standard operations are described. For individuals with mobility impairments, adaptive hardware and software include changing the positioning of equipment, left- and right-handed keyboards, expanded keyboards, mini-keyboards, keyboard emulation, and voice input. For individuals with blindness, Braille input devices are available as well as voice output, refreshable Braille displays, and scanners with optical character recognition. Individuals with low vision can use large print keypad labels, equipment that modifies display or printer output, and optical character recognition scanners. Advanced speech synthesizers can help those with hearing and/or speech impairments. Individuals with specific learning disabilities can use educational software that provides multi-sensory experiences, interaction, positive reinforcement, individualized instruction, and repetition for skill building. The word processing capabilities of the computer can also help students with dysgraphia. Resources for finding more information about adaptive technology and the DO-IT (Disabilities Opportunities Internetworking Technology) program are listed. (CR)

**ED 408 733** **EC 305 604**

**Report on Special Education Nonpublic Placements.**

Maryland State General Assembly, Annapolis, Dept. of Fiscal Services.

Pub Date—Jan 97

Note—152p.

Available from—Department of Fiscal Services, 90 State Circle, Annapolis, MD 21401; telephone: 800-492-7122, ext. 3710.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—\*Disabilities, Educational Trends, Elementary Secondary Education, Enrollment Rate, \*Enrollment Trends, Federal State Relationship, Private School Aid, \*Private Schools, Program Improvement, Residential Schools, \*Special Schools, State Aid, State Programs, State Standards, State Surveys, Statewide Planning, \*Student Placement

Identifiers—Maryland

This report provides general background information on the State of Maryland's Special Education Nonpublic Placements program, which is responsible for approving the placement of Maryland students with disabilities in private schools. The report describes the program, analyzes the trends, and makes several recommendations. Findings of the report indicate State funding for nonpublic placements has increased from \$9.1 million in 1985 to \$46.9 million in 1995. Recommendations include: (1) reevaluating the appropriateness of including special education residential funds in the Subcabinet Fund; (2) centralizing data collection; (3) continuing the development by State and local entities of a plan for resource development; and (4) conducting additional research on disability trends. Appendices include lists of in-state and out-of-state nonpublic schools for students with disabilities; definitions of disabilities; charts showing the number of students in special education by county and

their placement, the number of students in special education by disability, and the percent of students with each disability in the different placements; and charts showing the day and residential student count for 1985-95, student placement for these years, and disability trends. The final data sheet is a cost comparison of nonpublic in-state programs. (CR)

**ED 408 734** **EC 305 605**

*LaPlante, Mitchell P. And Others*

**Income and Program Participation of People with Work Disabilities. Disability Statistics Report 9.**

California Univ., San Francisco. Inst. for Health and Aging.

Spons Agency—Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—Apr 97

Contract—H133B30002

Note—36p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adults, \*Age Differences, \*Disabilities, \*Economic Status, Employment Patterns, Income, National Surveys, \*Participant Characteristics, Poverty, \*Sex Differences, \*Welfare Services, Well Being

Identifiers—Social Security Disability Insurance, Supplemental Security Income Program, \*Work Disabilities

This report uses data from the 1990 Survey of Income and Program Participation (n=143.5 million) to examine the relationship between work disability, Social Security program participation, and economic well-being. The report estimates the proportion of people with disabilities who receive benefits, how this proportion depends on their disability status, and how they fare economically. Results indicate that men ages 60-64 who are unable to work enjoy greater economic well-being than their female counterparts or their younger counterparts. Over 94 percent of men aged 60-64 who are unable to work draw on non-means-tested sources, enabling the majority to avoid the poverty that is more commonplace for women in this age group. Younger people of working age (ages 18-59) fare much worse, 27 percent of men and 40 percent of women unable to work are poor. It is estimated that for 1990, 4.3 million working-age people are unable to work and are not receiving Social Security Disability Insurance or Supplemental Security Income. Of these, 3.2 million people are aged 18-59. Texts and charts provide information on the employment status of the work-restricted population, sociodemographic characteristics of the unable-to-work population, income and poverty, age factors, and Social Security disability recipients. (CR)

**ED 408 735** **EC 305 606**

*Latham, Glenn*

**Behind the Schoolhouse Door: Eight Skills Every Teacher Should Have.**

Utah State Univ., Logan. Mountain Plains Regional Resource Center.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—Jan 97

Contract—H028A30009

Note—19p.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Behavior Change, \*Behavior Disorders, \*Classroom Techniques, \*Developmental Delays, Elementary Secondary Education, Expectation, \*Inclusive Schools, Interviews, Mainstreaming, Positive Reinforcement, \*Teacher Student Relationship, Teaching Methods, Time on Task

This guide describes eight skills every teacher should learn that were derived from a study of 252 schools in 50 states, American territories and protectorates, and 14 foreign countries over a 16-year

period (1980-1996). Interviews were conducted with 769 teachers, 253 administrators, and 23 other school personnel. The skills include: (1) the ability to teach expectations; (2) the ability to get and keep students on task; (3) the ability to maintain a high rate of positive teacher-to-pupil interactions (including ensuring positive interactions with students who have developmental delays); (4) the ability to respond noncoercively to inappropriate behavior that is consequential; (5) the ability to maintain a high rate of risk-free student response opportunities; (6) the ability to serve problem-behavior students in the primary learning environment; (7) the ability to avoid being trapped into responses (criticism, sarcasm, threats, questioning, logic, arguing, force, and despair); and (8) the ability to manage behavior "scientifically." Along with the description of each skill is an explanation of why teachers need to learn the specific skill and a discussion of supporting research findings and observations. (CR)

**ED 408 736** **EC 305 607**

*Brooke, Valerie, Ed. And Others*

**Supported Employment Handbook: A Customer-Driven Approach for Persons with Significant Disabilities.**

Virginia Commonwealth Univ., Richmond. Rehabilitation and Training Center on Supported Employment.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Feb 97

Contract—H133B30071

Note—262p.

Available from—Virginia Commonwealth University, Rehabilitation Research & Training Center on Supported Employment, P.O. Box 842011, Richmond, VA 23284-2011.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—Adults, \*Disabilities, Employment Interviews, Evaluation Methods, \*Helping Relationship, Job Analysis, Job Application, \*Job Development, \*Job Placement, Job Search Methods, \*Marketing, Program Evaluation, Self Management, \*Supported Employment

This manual provides training information for implementing supported employment by using a customer-driven approach. Chapter 1, "Supported Employment: A Customer-Driven Approach" (Valerie Brooke and others), describes current best practices, a new customer-driven approach to supported employment, and the role of the employment specialist. Chapter 2, "Organizational Marketing" (Amy Armstrong and others), discusses developing and implementing a marketing strategy for supported employment programs. The following chapter, "Customer Profile" (Wendy Parent and others), describes the process of developing a customer profile to assist individuals in finding a job. Chapter 4, "Job Development: The Path to Careers" (Karen Flippo and others), discusses techniques for increasing customer involvement in job development, developing business partnerships, crafting the job search plan, job analysis, and accommodations. The next chapter, "Employment Selection" (J. Michael Barcus and others), describes how to assist a customer in applying for a job and job interviewing, and activities that need to be coordinated prior to a customer's first day of work. Chapter 6, "Job Site Training" (Katherine Inge), discusses job duty and task analysis, natural supports and cues, instructional strategies, self-management, job site modifications, and fading from the job site. Expanding job responsibilities, monitoring and coordinating of supports, employee assistance programs, and funding supports and services are covered in chapter 7, "Long Term Supports" (Valerie Brooke and others). The final chapter, "Quality Supported Employment Services" (Howard Green and others), addresses the importance of assessing the quality of supported employment programs and the purpose of quality indicators. Each chapter includes case studies, related blank forms, and specific references. (CR)

**ED 408 737**

EC 305 608

Bader, Beth D.

**Schools, Discipline, and Students with Disabilities: The AFT Responds.**

American Federation of Teachers, Washington, DC.

Pub Date—Apr 97

Note—21p.; Paper presented at the Annual Convention of the Council for Exception Children, (75th, Salt Lake City, UT, April 9-13, 1997).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Behavior Disorders, \*Compliance (Legal), \*Disabilities, \*Discipline, Educational Legislation, Elementary Secondary Education, Expulsion, Nontraditional Education, School Attendance Legislation, \*Student Placement, Suspension, Violence

Identifiers—\*American Federation of Teachers, Individuals with Disabilities Education Act

This position paper of the American Federation of Teachers (AFT) addresses issues related to the discipline of students with severe behavior disorders or other disabilities. It specifically considers: (1) placement of disruptive and/or dangerous students; (2) cost issues of alternatives to suspension and expulsion; (3) legal parameters under the Individuals with Disabilities Education Act; (4) staff issues (teachers have a right not to be verbally or physically assaulted by students); and (5) minority issues (since minority students have been disproportionately represented among suspended and expelled students). The paper encourages a focus on prevention and early intervention through use of discipline codes, improved classroom management, low-level classroom interventions, and behavior specialists. It also recommends a continuum of alternative placements including in-school crisis centers, in-school suspension, and longer-term alternative settings. The paper reaffirms AFT's position favoring alternative schools. Attached is a resolution on the issue of alternative schools passed by the AFT at its 1996 Convention; an outline of prevention and intervention strategies; and guidance on the law surrounding the discipline of students with disabilities. (DB)

**ED 408 738**

EC 305 609

Sax, Caren And Others

**Assistive Technology & Inclusion. Issue Brief.**

Allegheny Univ. of the Health Sciences, Pittsburgh, PA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—Mar 97

Contract—86V-40007

Note—6p.; A collaborative publication of the Consortium on Inclusive Schooling Practices. (CISP)

Available from—Child & Family Studies Program, Allegheny University of the Health Sciences, One Allegheny Center, Suite 510, Pittsburgh, PA 15212; telephone: 412-359-1654; fax: 412-359-1601.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Assistive Devices (for Disabled), Augmentative and Alternative Communication, Case Studies, Communication Aids (for Disabled), Elementary Secondary Education, \*Inclusive Schools, Mainstreaming, \*Severe Disabilities

This paper uses a case study of the inclusion of a deaf-blind child with cognitive disabilities to explain principles of applying assistive technology in inclusive educational settings. The 12-year-old's progress from a special school four years previously to full inclusion is recounted with emphasis on use of such adaptive equipment as adapted switches, an assisted communication system, and seating and positioning adjustments. The case study illustrates the following principles: (1) involve the student with the disability in the selection of assistive technology devices; (2) begin by targeting a specific activity in which the student needs or wishes to participate, then find and/or adapt equipment rather than the other way around; and (3) look

for people beyond the educational realm to help with technical expertise. (DB)

**ED 408 739**

EC 305 610

Cherkes-Julkowski, Miriam And Others

**Rethinking Attention Deficit Disorders.**

Report No.—ISBN-1-57129-037-0

Pub Date—97

Note—272p.

Available from—Brookline Books, P.O. Box 1047, Cambridge, MA 02238-1047; telephone: 1-800-666-BOOK; fax: 617-868-1772 (\$27.95).

Pub Type—Books (010) — Information Analyses (070)

**Document Not Available from EDRS.**

Descriptors—Attention, Attention Control, \*Attention Deficit Disorders, Behavior Patterns, \*Classroom Techniques, Cognitive Development, \*Cognitive Processes, Coping, Definitions, \*Drug Therapy, Elementary Secondary Education, \*Intervention, Models, Motivation, Systems Approach, Teaching Methods

This book reviews issues concerning attention deficit disorders (ADDs) in the context of a systems perspective. ADDs are viewed as resulting from dynamic interactions of behavior, cognition, and affect, out of which emerge distinct and idiosyncratic ways of coping. Chapter 1 looks at the interaction of attention and behavior. In chapter 2, the history of ADDs classification from the perspective of ADDs cognitive disorders is reviewed and definitions under the Diagnostic and Statistical Manual are discussed. Chapter 3 details the extent and complexity of the attention system including the attention/working memory system, influences on attention, and manifestations in school. Chapter 4 focuses on attention as self-regulation and discusses biological and cognitive aspects of self-regulation as well as school interventions. Chapter 5, on motivation, contends that motivation is not under simple, conscious control and cannot be manipulated through behavioral interventions. Effects of medication are examined in chapter 6 and social and emotional aspects of ADDs are examined in chapter 7. Practical suggestions for intervention are provided in the eighth chapter (on classroom management), the ninth chapter (on reading), the tenth chapter (on written language), and the eleventh chapter (on mathematics). The final chapter summarizes the issues and provides directions for intervention. A brief appendix presents a table of neurotransmitter effects. (Contains approximately 400 references.) (DB)

**ED 408 740**

EC 305 611

McBrayer, Philip Poon-McBrayer, Kim Fong

**Americans with Disabilities Act: Implications for Academic Libraries.**

Pub Date—[96]

Note—24p.

Pub Type—Opinion Papers (120)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Academic Libraries, \*Accessibility (for Disabled), \*Compliance (Legal), \*Disabilities, Employment Qualifications, \*Equal Opportunities (Jobs), Higher Education, Librarians, Occupational Information

Identifiers—\*Americans with Disabilities Act 1990

This paper examines how key provisions of the Americans with Disabilities Act affect the operations of academic libraries. First, the paper summarizes the provisions of the ADA's five titles that deal with: (1) employment of people with disabilities; (2) accessibility of public buildings; (3) modifications to existing and new construction; (4) telecommunications; and (5) miscellaneous provisions. Next, the paper examines implications for academic libraries. A section on accommodations for patrons with disabilities stresses the tension between "reasonable accommodation" and "undue hardship" and identifies technological and structural solutions to accessibility problems. Discussion of the ADA and employment of librarians with disabilities focuses on changes in statements of job requirements. Cost issues of implementing the ADA are briefly considered. (Contains 20 references.) (DB)

**ED 408 741**

EC 305 612

**Special Education Mediation in Idaho: "Managing Parent and School Conflict through Effective Communication."**

Idaho State Board of Education, Boise.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Sep 96

Contract—HO27A40088

Note—13p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Conflict Resolution, \*Disabilities, Elementary Secondary Education, \*Parent School Relationship, \*Special Education, State Standards

Identifiers—\*Idaho, \*Mediation

This booklet provides Idaho guidelines for the mediation process to resolve conflicts between parents and schools regarding the educational program for a special education student. After an outline of the mediation process, mediation is compared to the impartial due process hearing and the complaint investigation process. Principles of the process are then specified. Other considerations briefly discussed or outlined are the appointment of a mediator, the mediator role, the roles of parents and schools, recommended preparation for the mediation session, and the stages of the mediation process. Nine policies regarding mediation are listed, including: disputes involving weapons, drugs or physical/sexual abuse are not acceptable cases for mediation; no recordings of the mediation proceedings are made; and each party should designate a person with the authority to make final resolution decisions. (DB)

**ED 408 742**

EC 305 613

Poulsen, Marie Kanne Cole, Carol K.

**Project Relationship: Creating and Sustaining a Nurturing Community [Manual and Video].**

Los Angeles Unified School District, Calif.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—96

Contract—HO24B10028

Note—121p.; Video not available from EDRS.

Available from—Los Angeles Unified School District, Infant Preschool Programs, 936 Yale St., Los Angeles, CA 90012; telephone: 213-229-4713; fax: 213-628-9758.

Pub Type—Guides - Classroom - Teacher (052) — Non-Print Media (100)

**EDRS Price — MF01/PC05 Plus Postage.**

Descriptors—Child Caregivers, Classroom Techniques, Decision Making, \*Inservice Teacher Education, Interpersonal Relationships, Models, Preschool Education, Problem Solving, Regular and Special Education Relationship, \*Special Education, Special Education Teachers, \*Staff Development, Teacher Collaboration, Teaching Guides

Identifiers—Los Angeles Unified School District CA

This manual and related 41-minute video was produced by a 5-year federally funded project to foster collaboration between special education and child care staff in early childhood programs. The approach is based on a structured, relationship-based, problem solving framework, "Going Around the Circle." The process involves five steps: (1) identifying staff-generated issues for problem solving; (2) gathering information from all concerned; (3) exploring how behavior is communicated through interactions and relationships; (4) identifying possible solutions and barriers; and (5) reviewing and evaluating the chosen plan. The first chapter introduces the themes of creating sustaining communities and relationship-building staff development. Chapter 2 focuses on using the "Going Around the Circle" model to build authentic relationships and improve staff communication. The next chapter applies the model to interactions with young children and the enhancement of classroom success. The last chapter considers the importance of supportive routines and rituals for children, staff, and families. An appendix describes application of the model in Los Angeles Children's Center pro-

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grams. Handouts appropriate for staff development are attached. (Contains 12 references.) (DB)

**ED 408 743** EC 305 614

Johns, Beverly H. Keenan, John P.

**Techniques for Managing a Safe School.**

Report No.—ISBN-0-89108-256-5

Pub Date—97

Note—213p.

Available from—Love Publishing Co., P.O. 22353, Denver, CO 80222; telephone: 303-757-2579; fax: 303-782-5683 (\$28).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Tests/Questionnaires (160)

**Document Not Available from EDRS.**

Descriptors—Aggression, \*Behavior Disorders, Behavior Problems, Check Lists, Compliance (Legal), Conflict Resolution, \*Crisis Intervention, Death, \*Discipline, Dress Codes, Elementary Secondary Education, Legal Problems, Personal Space, \*Police School Relationship, Prevention, School Community Relationship, \*School Safety, Search and Seizure, Self Evaluation (Groups), Sexual Harassment, Suicide, Truancy, \*Violence

Identifiers—Gangs, Lockers, Weapons

This book offers educators guidelines for appropriately dealing with aggression in the schools and ways to increase school safety for all students. The 13 chapters address the following topics: (1) evaluating a school for safety, which includes a checklist to use in reviewing policies, facilities, students, and staff; (2) principles of peaceful conflict resolution; (3) combating truancy through community coordination, enforcement of the truancy ordinance, recognition of good attendance, and parenting classes; (4) working with the police (utilizing their resources and filing charges when necessary); (5) working with the judicial system (roles of the court and probation system); (6) definitions of common criminal offenses and criminal behavior requiring police notification; (7) dress codes (legal issues and a sample code); (8) guidelines for conducting legal searches (including body and locker searches); (9) sexual harassment (definition and legal issues); (10) dealing with perpetrators of sexual offenses; (11) gang prevention and intervention; (12) intervention procedures for traumatic crises (deaths, suicide threats); and (13) school security (policies regarding weapons, bombs or bomb threats, hostage situations). Appendices provide samples of procedural and policy statements, a sample police incident report, and a sample suicide threat record form. (Individual chapters contain references.) (DB)

**ED 408 744** EC 305 615

**"Faces of Excellence." Annual SAGE Conference Proceedings (7th, Calgary, Alberta, Canada, September 27-28, 1996).**

Calgary Univ. (Alberta). Centre for Gifted Education.

Pub Date—Sep 96

Note—41p.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Canada Natives, Elementary Secondary Education, Emotional Development, \*Enrichment Activities, Foreign Countries, \*Gifted, Integrated Curriculum, \*Intuition, \*Questioning Techniques, Science Activities, Self Concept, Teaching Models, Thinking Skills

This monograph contains the conference proceedings of the 1996 conference of the Society for the Advancement of Gifted Education (SAGE). The major focus of the conference was to explore "state-of-the-art" knowledge regarding social-emotional development, thinking skills, philosophy, First Nations education, creativity, counselling techniques, charter schools, instructional resources, and gender issues as they relate to the unique needs of gifted and talented individuals. This document presents summaries of selected conference sessions. The seven presentations are: (1) "The Concept of Giftedness in the Context of First Nations Culture and Philosophy" (John W. Friesen), which discusses giftedness in the Canadian Native cultural context; (2) "Artifact Box Session" (Joanne Lozynsky), a description of a biannual interschool project

in which students collect and exchange artifacts representative of their locale; (3) "GTEC [Gifted and Talented Education Council] Resources (Chris Meaden and Terry Gerling), which describes the "Dimensions of Learning" framework for designing and assessing integrated lessons; (4) "The Emotional Drama of Giftedness: Self-Concept, Perfectionism, and Sensitivity" (Sal Mendaglio and Michael C. Pyryt); (5) "Fun in Sciencing" (Michelle Rivard), which provides a collection of science activities for the junior high level; (6) "You Are What You Ask—The Power of Teaching Students' Questioning Skills for Enabling Thinking" (Bernard Schwartz and Garnet Millar); and (7) "Intuition and Giftedness" (Carolyn Yewchuk), a discussion of the mechanisms of intuition and suggestions for fostering it. (DB)

**ED 408 745** EC 305 616

Bang, Myong-Ye Lamb, Peg

**The Impact of Inclusion of Students with Challenging Needs.**

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—96

Contract—H0023R20010

Note—17p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (TASH) (New Orleans, LA, November 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Autism, High School Students, High Schools, \*Inclusive Schools, Inservice Teacher Education, Interaction Process Analysis, Interpersonal Relationship, Mainstreaming, Moderate Mental Retardation, Multiple Disabilities, Paraprofessional School Personnel, \*Parent Attitudes, Peer Acceptance, Program Effectiveness, \*Regular and Special Education Relationship, Secondary School Teachers, \*Severe Disabilities, Severe Mental Retardation, Special Education Teachers, Staff Development, \*Teacher Collaboration

Identifiers—\*Lansing School District MI

This study examined the impact of 3 years of full inclusion of students with severe disabilities in a Lansing (Michigan) high school. Teacher and parent surveys as well as observations of student interactions and classrooms were used to evaluate inclusion of seven students with low-incidence disabilities (autistic impairment, trainable mental impairment, severe mental impairment, and severe multiple impairments). In general, parents reported positive changes in family life with increased interactions with family friends and neighbors, decreased behavioral problems, but increased parenting stress. Both special and general education teachers reported that information sharing, development of instructional materials, and support from consultants and paraprofessionals were effective. Similarly, both groups of educators reported that in-service programs, staff development activities, and technical assistance from the district were ineffective. Parents and teachers agreed that students' in-school opportunities for interaction with nondisabled students were enhanced in the inclusive setting. Observation of classrooms found interactions between included students and nondisabled peers to be overwhelmingly accepting. Classroom observations also indicated that paraprofessionals assisted the included students in understanding directions but tended to dominate the student's interactions. Implications for improved staff development in the future are discussed. (Contains 13 references.) (DB)

**ED 408 746** EC 305 617

Johnson, Judith A.

**The Role of Intelligence in Reading Disabilities: A Comparison of Three Theories.**

Pub Date—97

Note—36p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Cognitive Processes, Cognitive Structures, Cognitive Tests, Dyslexia, Elementary Secondary Education, \*Intelligence, \*Intervention, Learning Theories, Metacognition, \*Reading Difficulties, Research and Development, Teaching Models, \*Theory Practice Relationship

Identifiers—Campione Brown Theory of Intelligence, PASS Model (Luria), Triarchic Theory of Intelligence (Sternberg)

This monograph examines three approaches to intelligence that include cognitive processing components and relates each to assessment and interventions with students having reading disabilities. The first, Sternberg's Triarchic theory of intelligence (1985), includes three subtheories, contextual, experiential, and componential. The second, the Campione-Brown theory of intelligence (1978), utilizes an information processing model that proposes two hierarchical levels, the architectural system and the executive system. The third is the Planning, Attention, Simultaneous, Successive (PASS) theory of intelligence (1994). Empirical research on reading disabilities from the perspective of each theory is briefly reviewed, which shows the Triarchic theory to be a multifaceted approach to reading difficulties, the Campione-Brown theory's components (short-term and working memory, knowledge base, and control processes) to be especially relevant, and the PASS theory to be relevant at both the decoding and reading comprehension stages of reading. Evaluation of the theories' implications for assessment and intervention identifies promising assessment instruments and instructional systems based on each theory. (Contains approximately 90 references.) (DB)

**ED 408 747** EC 305 618

Miles, M.

**Disability Care & Education in 19th Century India: Dates, Places & Documentation, with Some Additional Material on Mental Retardation and Physical Disabilities up to 1947. Revised Version.**

Pub Date—May 97

Note—68p.

Pub Type—Information Analyses (070)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Citations (References), \*Disabilities, \*Educational History, Elementary Secondary Education, Foreign Countries, Institutionalized Persons, Mental Retardation, Physical Disabilities, Residential Care, Residential Institutions, \*Special Education

Identifiers—\*India, \*Nineteenth Century

This monograph uses brief excerpts from many sources to document the history of the education and care of individuals with disabilities in India, primarily in the 19th century. An introduction describes the author's methodology in compiling and annotating the excerpts, which are listed alphabetically by locality in India. Under each locality, excerpts are listed chronologically and typically describe individual children, the institutions they attended, services provided to them, and the children's responses. A separate section provides excerpts from documents about institutions and services for individuals with mental retardation and physical disabilities in the early 20th century (to 1965). An appendix provides excerpts from legal papers concerning the establishment of a specific asylum for the blind at Benares. (Contains approximately 300 references.) (DB)

**ED 408 748** EC 305 619

Brigham, Frederick J. Cole, Jane E.

**Selective Mutism: Definition, Issues, and Treatment.**

Pub Date—Apr 97

Note—13p.; Paper presented at the Annual Meeting of the Council for Exceptional Children



(75th, Salt Lake City, UT, April 9-13, 1997).  
 Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Clinical Diagnosis, \*Communication Disorders, Definitions, \*Disability Identification, \*Emotional Disturbances, Evaluation Criteria, \*Intervention, Meta Analysis, \*Outcomes of Treatment, Research Utilization, Theory Practice Relationship

Identifiers—\*Elective Mutism

This paper reviews definitions and issues in selective mutism in children and summarizes results of interventions conducted and published since 1982. Definitions and diagnostic criteria of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) (1994)" and the World Health Organization's "The ICD-10 Classification of Mental and Behavioral Disorders" (ICD-10) (1992) are provided. The paper briefly examines the following issues in definition and identification: amount of persistence necessary for diagnosis of selective mutism; relationship of selective mutism to extreme shyness; and effects of mutism on educational and social development. Twenty-seven original intervention studies are analyzed and summarized in 4 groupings: (1) behavioral treatments (9 studies, 13 children); (2) psychotherapy (8 studies, 11 children); (3) medical treatments (4 studies, 18 children); (4) mixed treatments (6 studies, 26 children). Summaries include information on sex distribution, definitions used, age distribution, types of assessment, and reported effectiveness. A summary of recommendations from the intervention studies concludes the paper. (Contains 32 references.) (DB)

**ED 408 749** EC 305 620

Marquart, Jules M. And Others

**Making the Whole More than the Sum of the Parts: Challenges in a Mixed Method Study of Inclusion.**

Pub Date—Mar 97

Note—22p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Disabilities, \*Inclusive Schools, Interviews, Mainstreaming, Preschool Education, \*Qualitative Research, Questionnaires, \*Research Design, \*Research Methodology, Statistical Analysis, Surveys

The methodology of using a mixed qualitative and quantitative research design to evaluate 16 "inclusive" preschool programs in a continuing study is detailed. The qualitative approach was used to understand the general phenomenon and integrated with more quantitative, structured, and precise measures in an iterative, sequential process to develop repeated data collection activities and expand data interpretation. At each site, five children with disabilities, two typically developing peers, the children's families, direct service providers, and administrators and policy makers were involved in the study. The qualitative phase involved participant observation, semi-structured interviews, and document analysis. Quantitative measures encompassed survey questionnaires and measures of child behavior, friendship patterns, and the educational context. The process of data reduction, comparison, and integration for both qualitative and quantitative phases is detailed. Systematic comparison of information from interviews and survey data is illustrated in a table. Comparison involved the following themes: (1) how and why the child was placed in the program; (2) the program's appropriateness for the child; (3) the meaning of inclusion; (4) peer relationships; (5) helpful and non-helpful players; and (6) the child's participation in family and community activities. (DB)

**ED 408 750** EC 305 621

Top, Barbara

**Status of Policies, Procedures, and Practices: State Directors of Special Education Perceptions Regarding Implementation of Inclusion.**

Pub Date—96

Note—14p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).

Available from—Dr. Barbara Top, Northwestern College, 101 7th St., S.W., Orange City, IA 51041 (\$5).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Attitudes, \*Disabilities, Educational Change, \*Educational Policy, Educational Practices, Elementary Secondary Education, \*Inclusive Schools, Mainstreaming, National Surveys, Program Implementation, \*State Departments of Education

Identifiers—\*State Directors of Special Education

This study, based on the findings of a doctoral dissertation by the author, compared the policies and procedures adopted by state special education agencies concerning the inclusion of students with disabilities in general education and evaluated the level of implementation of inclusive practices. Responses of 36 state directors of special education (15 of whom submitted inclusion policies and procedures) were analyzed. Findings indicated: (1) state directors were reluctant to report that their state practiced full inclusion; (2) state directors had differing views of what constituted inclusion policies and procedures; (3) approximately 85% of the 36 directors of special education indicated that inclusion had increased in their state since 1990; (4) some state directors appeared to view "least restrictive environment" and "inclusion" as synonymous terms; and (5) state policies and procedures developed at the state level did not make a noticeable difference on inclusive practices in the states. Also included in the report are position statements on inclusion by major organizations and 16 graphs detailing the survey responses. (Author/DB)

**ED 408 751** EC 305 622

Kis-Glavas, Lelia And Others

**Teachers' Attitudes toward the Integration of Pupils with Intellectual Disabilities.**

Pub Date—96

Note—16p.; Paper presented at the World Congress of IASSD (10th, Helsinki, Finland, July 8-13, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Age Differences, Elementary Secondary Education, Foreign Countries, \*Inclusive Schools, Knowledge Level, Mainstreaming, \*Mental Retardation, Questionnaires, Sex Differences, \*Teacher Attitudes, \*Teacher Background, Teaching Experience

Identifiers—\*Croatia

This study examined the attitudes of 194 teachers in 17 regular primary schools in the city of Zagreb (Croatia) and the surrounding area about the integration of children with intellectual or other developmental disabilities. In addition to providing demographic data, the teachers completed a 21-item questionnaire with questions that addressed: (1) their attitudes toward pupils with developmental difficulties; (2) attitudes toward integration of these pupils; (3) familiarity with the characteristics and needs of pupils with developmental difficulties; and (4) teacher readiness to get involved in improving the integration process. Factor analysis identified five factors, all of which indicated predominantly negative attitudes by teachers toward integration. The factors examined were: (1) recognition of advantages of integration for pupils with developmental difficulties; (2) attitude toward regular schools' equipment; (3) effects of integration on other pupils; (4) familiarity with characteristics and needs of special needs students; and (5) attitudes toward partial integration. The most positive attitudes were expressed by female teachers, under age 36, and with less than 5 years of experience. The most negative attitudes were expressed by male teachers, over age 36, with work experience of more than 15 years and the subject teachers. (Contains 23 references.) (DB)

**ED 408 752** EC 305 623

Bang, Myong-Ye Lamb, Peg

**Impacts of an Inclusive School-to-Work Program.**

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date—Apr 97

Contract—H0023R20010

Note—15p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Agency Cooperation, \*Community Based Instruction (Disabilities), \*Disabilities, \*Education Work Relationship, High Schools, \*Inclusive Schools, Mainstreaming, \*Mentors, Program Effectiveness, Program Evaluation, Regular and Special Education Relationship, School Business Relationship, School Community Relationship, Transitional Programs

Holt High School (Michigan) has implemented a school to work transition for its 1,200 students, including 120 students with mild to severe disabilities. The Holt Transition System is based on a taxonomy of five domains: student development, student-focused planning, interagency collaboration, family involvement, and program structure and attributes. The system includes a School-To-Work Mentorship Program, taught as an elective by collaborating general education and special education teachers. It offers planned, comprehensive, community-based experiences. Adults and agencies from the community share information about careers and help in individual vocational assessment. School personnel and students develop a career plan and acquire basic vocational skills. Students with learning and behavioral challenges are provided with a job coach. To investigate program effects, the interviews and journals of 25 students (8 with disabilities, 7 at-risk, and 10 nondisabled) were analyzed as were reflective papers of core team members. Results indicated the program had important effects on students' employability, social skills, and self-determination skills. The importance of specific supports and services was confirmed, including shared vision by parents, teachers, employers, and agency personnel; provision of a variety of experiences (with accommodations) in different occupations; willingness to collaborate; administration support; a job coach for students with disabilities and at-risk students; and support from nondisabled peers. (Contains 21 references.) (DB)

**ED 408 753** EC 305 624

Klauber, Julie Klauber, Avery

**Inclusion & Parent Advocacy: A Resource Guide.**

Spons Agency—New York State Developmental Disabilities Planning Council.

Pub Date—96

Note—134p.

Available from—Disability Resources, Inc., Four Glatter Lane, Centereach, NY 11720-1032; telephone: 516-585-0290 (\$15).

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

**Document Not Available from EDRS.**

Descriptors—\*Child Advocacy, \*Disabilities, Early Childhood Education, Elementary Secondary Education, \*Inclusive Schools, \*Library Collection Development, Mainstreaming, Parent Empowerment, Public Libraries, \*Regular and Special Education Relationship, Social Integration, Special Education

This resource guide for public libraries provides an annotated listing of books, pamphlets, and multimedia materials about inclusion and parent advocacy. The introductory material explains inclusion, summarizes legal rights and inclusion terminology for librarians, describes the guide, and identifies some related resources for library collections. Items listed were published from 1985 through 1996. Listings typically provide: title, an evaluative description, bibliographic information, price, and

source. Materials are listed alphabetically by title within topical sections. The nine sections cover: (1) general resources for parents, teachers, and community members (42 items); (2) resources for parents, day care providers, and early childhood educators (33 items); (3) resources for administrators, teachers, and support staff (59 items); (4) resources about the social aspects of inclusion (33 items); (5) information and training tools for inclusion facilitators (24 items); (6) resources that include arguments against inclusion (5 items); and (7) resources concerning legal rights and parent advocacy (46 items); (8) sources of free and inexpensive materials (9 items); and (9) bibliographies (14 items). Author and title indexes are provided. (DB)

ED 408 754

EC 305 625

Bergren, Bruce A.

# Teacher Attitudes toward Included Special Education Students and Co-Teaching.

Pub Date—Jul 97

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperative Planning, \*Disabilities, Elementary Secondary Education, \*Inclusive Schools, Inservice Teacher Education, Instructional Effectiveness, Mainstreaming, Social Development, Special Education, \*Special Education Teachers, Student Needs, \*Student Placement, \*Teacher Attitudes, \*Teacher Collaboration

A study of 150 regular and special education teachers assessed teacher attitudes toward the inclusion of students with disabilities in the regular classroom and toward co-teaching and collaborative planning to meet the instructional needs of students with disabilities in the regular classroom. Analysis of the findings reveal a strong positive teacher attitude toward inclusive placement of special education and regular education students within the same classroom. The teachers believed both types of students would benefit socially from this type of placement, but have reservations about meeting instructional needs of students with disabilities. The survey found the teachers believe that they lack knowledge of co-teaching and should receive inservice training if co-teaching is to be successful. Results also show that teachers with adequate knowledge of co-teaching foresaw more favorable results for students with disabilities in the regular classroom. Teachers with less teaching experience saw collegiality as a means to improve teaching skills and viewed co-planning as more difficult than did the teachers with more experience. Junior high and high school teachers demonstrated stronger opinions, both positive and negative, toward co-teaching and inclusion of students with disabilities in the regular classroom than elementary teachers. (Contains 70 references.) (CR)

ED 408 755

EC 305 626

Tsai, Den-Mo Shih, Yew-Sheng

# Gifted Education in Taiwan: Services, Problems and Challenges.

Pub Date—Apr 97

Note—22p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 8-13, 1997).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Comparative Education, Educational Methods, \*Educational Philosophy, \*Educational Practices, Elementary Secondary Education, Foreign Countries, \*Gifted, Program Development, Special Programs, Talent Identification

Identifiers—\*Taiwan

This paper traces the three stages of development of gifted programming in Taiwan, services that are now available in gifted education, and continuing challenges in gifted education. Critical events that shaped gifted education during 1973-79, 1980-81, and 1982-89 are described, including gifted programming for elementary students, junior high school students, and high school students. The

establishment of summer camps for gifted students, the benefits and disadvantages to self-contained special classes and resource rooms, and the allowance for grade acceleration are discussed. Changes in gifted programming and services that are now available to gifted students are described, including: (1) earlier enrollment and acceleration; (2) more and better training of teachers; (3) access to a variety of programs; (4) additional avenues to higher level schools; and (5) the availability of more resources for gifted students. Problems and challenges in the development of gifted education are also discussed, including the definition and identification of gifted students, the impact of entrance examinations, the need for better curricula and teaching methods, and the need for a support system for gifted students. (Contains 45 references.) (CR)

ED 408 756

EC 305 627

MacLeod-Gallinger, Janet

# Deaf Ethnic Minorities: Have They a Double Liability?

Pub Date—93

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 11-16, 1993).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Asian Americans, Black Students, Blacks, \*College Attendance, \*Deafness, \*Employment Level, \*Ethnic Groups, High Schools, Higher Education, Hispanic Americans, Income, \*Outcomes of Education, \*Socioeconomic Status

Identifiers—Asian American Students, Hispanic American Students

In an effort to ascertain whether being deaf and also being a member of an ethnic minority group engenders dual disadvantages, the educational, labor force participation, occupations, earnings, and socioeconomic status of adults with deafness ( $n=6430$ ) were compared by race. Comparisons were also done with racial groups in the general population. Results indicate that the individuals with deafness who are also from ethnic minorities showed patterns of attainment which mirror those of their ethnic counterparts in the general population, but are negatively intensified due to the combined effects of being both deaf and an ethnic minority. The Caucasians and Asians with deafness, earned the largest percentage of postsecondary degrees, and at higher award levels. They were also more often employed. Blacks and Hispanics with deafness least often completed postsecondary degrees. Blacks with deafness were second only to American Indians with deafness for high rates of unemployment. All variables considered, Blacks in this sample experienced the lowest attainment of the groups. The report discusses each comparison variable and provides specific data charts. (Contains 42 references.) (Author/CR)

ED 408 757

EC 305 628

Gelzheiser, Lynn M. And Others

# Do General and Special Education Teachers Foster the Peer Interactions of Students with Disabilities?

State Univ. of New York, Albany.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—97

Contract—H023R30030

Note—60p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Disabilities, Educational Practices, Elementary School Teachers, Elementary Secondary Education, \*Individualized Education Programs, \*Interpersonal Competence, \*Peer Relationship, Secondary School Teach-

ers, \*Social Development, \*Special Education Teachers, Teaching Methods

A study of 22 elementary, middle, and secondary students with disabilities investigated the adequacy of Individualized Education Program (IEP) statements of present level of functioning and goals related to peer interactions. The study also evaluated the extent to which general and special education teachers employed teaching strategies that fostered social interactions, and assessed whether instruction was aligned with the IEP's characterization of pupil social development. A principal components analysis indicated that the IEPs accurately described the peer interactions of students with disabilities. Independent measures by observers, the students themselves, and certain teacher measures were generally consistent with the IEP's statement of present level of functioning and peer interaction goals. The research also found that providing accurate information on the IEP about level of functioning and goals regarding peer interaction was not sufficient to ensure that instructional practices were designed to meet those needs. Students whose IEPs identified peer interaction needs did not receive greater access to instructional strategies that afford peer interaction. General education settings were found to be somewhat more likely than special education settings to employ teaching strategies that foster peer interaction, providing some support for claims that inclusion fosters social integration. (Contains 37 references.) (CR)

ED 408 758

EC 305 629

Osgood, Robert L.

# Becoming a Special Educator: Specialized Professional Training for Teachers of Children with Disabilities in Boston, 1870-1930.

Pub Date—Apr 97

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Disabilities, \*Educational History, \*Educational Trends, Elementary Secondary Education, Higher Education, Program Development, Regular and Special Education Relationship, \*Special Education Teachers, Teacher Behavior, \*Teacher Certification, Teacher Collaboration, Teacher Education Programs, Teacher Evaluation, \*Teacher Qualifications

Identifiers—\*Boston Public Schools MA

This paper examines the ways in which individuals have been prepared for work in special education by focusing on the Boston, Massachusetts, public schools from 1870 through the 1920's. During this period, selected teachers and teacher candidates were recruited and prepared for specific assignments as instructors of children with disabilities. This paper looks at how teacher training practices varied from program to program and at how they evolved over time. Information is reviewed on minimum qualifications for applicants, course work and field experience requirements, expectations for personal and professional character and behavior, special opportunities for preservice and inservice training, and examinations and other modes of evaluation. The paper examines implicit and explicit assumptions and rationales that helped to define, explain, or justify these programs, while contrasting the programs with the training for regular classroom assignments. Ways in which various activities, including collaborative projects, or personal and collective statements of the participants, helped to create a sense of unique professional identity among those involved in special education are explored. Finally, the article discusses implications drawn from this research for current efforts to redefine the relationship between special and regular education and to reduce the tensions and boundaries between special and general educators. (Contains 30 references.) (CR)

ED 408 759

EC 305 630

Weishaar, Mary Konya

# How Beginning Teachers Can Defend IEP Decisions in a Due Process Hearing.

Pub Date—Apr 97

Note—7p.: Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Beginning Teachers, \*Disabilities, \*Due Process, Elementary Secondary Education, Hearings, \*Inclusive Schools, \*Individualized Education Programs, Mainstreaming, Student Needs, \*Student Placement

This paper lists five principles to consider that will enable beginning teachers to defend Individualized Education Program (IEP) decisions for students with disabilities in due process hearings. The first principle urges teachers to consider placing children with disabilities in regular education with supplemental aids and services when making placement decisions. A four-factor balancing test is provided that asks teachers to consider the educational benefits of placing the child in a full-time education program, the non-academic benefits, the effect the child would have on the teacher and other students, and the placement's costs. The second and third principles state that decisions should be made in the child's best interests and should always be individualized, and that general education teachers who will have a child with a disability in his/her class should be fully aware of the nature and extent of the child's IEP. The fourth principle highlights the need for a full continuum of services to be available. The final principle urges teachers to use the IEP to document the placements considered, the rationales for rejection of placements, and the rationale for the recommended placement. Each of the principles includes a list of questions for self-assessment for compliance with the principle. (CR)

**ED 408 760**

EC 305 631

Rahamin, Robert

**Perceptions of Special Education Teachers in Ohio of the Implementation of Community-Based/Functional Curriculum for Students with Severe Disabilities.**

Pub Date—Apr 97

Note—27p.: Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Curriculum Design, Elementary Secondary Education, \*Outcomes of Education, Program Effectiveness, Program Implementation, \*Regular and Special Education Relationship, School Community Programs, \*Severe Disabilities, Special Education, \*Special Education Teachers, Surveys, \*Teacher Attitudes

Identifiers—Ohio

A study investigated the perceptions of 78 special education teachers in Ohio about the implementation of a community-based, functional curriculum for students with severe disabilities. Teachers responded to a survey on their beliefs, perceptions about educational outcomes, levels of state and local support from educational agencies, how parents and the community felt about the program, barriers to program implementation, and the impact of staff development. Findings indicated that the majority of the teachers valued and supported the use of community based/functional curriculum. They saw the community as playing a key role in the implementation of the curriculum, which leads to outcomes such as a higher likelihood of student employment upon high school graduation, the development of better self-help skills, and an overall higher quality of life. The teachers felt that administrators understood and supported their efforts, but indicated that they are not receiving the necessary resources and funding for the most effective implementation of a functional curriculum. The most overwhelming barrier teachers reported was the inability of general education teachers to accept students with severe disabilities. The widespread existence of two separate systems of education,

general and special, was considered to be a major concern. (CR)

**ED 408 761**

EC 305 632

Royer, Egide

**The Teacher's Role in the Selection of Social Skills with BD Secondary School Students.**

Pub Date—97

Note—17p.: Paper Presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Behavior Disorders, \*Behavior Modification, Educational Objectives, Foreign Countries, Generalization, Grade 8, \*Interpersonal Competence, Intervention, Junior High School Students, Junior High Schools, \*Parent Participation, Program Effectiveness, \*Skill Development, Social Development, Special Education, \*Student Participation

Identifiers—Quebec

A study of 15 eighth graders with behavioral disorders in Quebec evaluated the effectiveness of a social and school-related skills training program in which goals were decided by the students, their teachers, and their parents. A first year pilot study assessed the effect of parent and teacher participation in the selection of skills to be learned by students (n=6) and the transfer of these skills to a special education class. Results showed a decrease, as perceived by teachers, in attention problems and an improvement in social and school-related skills, even though systematic observation of behaviors in the classroom is less conclusive. The second year study assessed the impact of a social skills training program on 15 students with behavioral disorders that included a teachers' assistance team program targeting in-class behavior management. Results showed a decrease, as perceived by parents, in behavior problems and improvement in social skills according to parents and a self-evaluation, and teacher interviews note positive changes in student behavior but these changes do not appear to be permanent. Factors that may contribute to enhancing skill transfer and maintenance are presented and the implication of these results are discussed. (Contains 16 references.) (Author/CR)

**ED 408 762**

EC 305 633

Howard, Nancy A. Norris, Maureen R.

**PULSE: A Collaborative Partnership between University and Local Special Educators.**

Pub Date—Apr 97

Note—6p.: Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Beginning Teachers, \*College School Cooperation, \*Disabilities, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Needs Assessment, \*Partnerships in Education, Preservice Teacher Education, \*Special Education Teachers, \*Teacher Collaboration, \*Teacher Education Programs

This paper describes a two-year full partnership between special education teacher educators from five regional institutions of higher education and six school districts. The purposes of the partnership are identified and include working collaboratively to address and improve services to learners with special needs and to respond to the problems of teachers working with learners with special needs. The four partnership needs that were identified after the first year of the partnership are also discussed and include: (1) to provide effective support for beginning teachers; (2) to provide effective support for teachers on emergency certificates; (3) to coordinate professional development opportunities in light of scarce resources; and (4) to develop a continuing regional network among consortium members to address mutual concerns and problems. The final section of the paper reviews the outcomes of

the partnership. Highlighted are: the fully operational working regional consortium of university and local school district special educators, the development and distribution of a survey to first-year special education teachers about their experiences during the internship, the clarification of priority issues through a survey of special education coordinators, and the collection, and publication of a joint list of professional development opportunities for special education teachers. (CR)

**ED 408 763**

EC 305 634

Zentall, S. S. And Others

**Self-Control under Self-Focus Conditions for Students with AD/HD.**

Pub Date—97

Note—19p.: Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Attention Control, \*Attention Deficit Disorders, \*Hyperactivity, Intermediate Grades, Junior High Schools, Middle Schools, Performance, Problem Solving, Stimuli

Identifiers—Middle School Students, \*Mirrors

This study examined the hypothesis that focusing attention away from external stimulation and on the self might improve the task performance of students with attention deficit/hyperactivity disorder. Forty-three middle school students, (12 with hyperactivity, 4 without hyperactivity but inattention, and 27 without either attention deficit disorder or hyperactivity), attempted to solve a partially solvable word puzzle in the presence and absence of a mirror, counterbalanced for condition and form order. Differences between students with and without disorders in task accuracy and time were found only in the no mirror condition. Furthermore, the beneficial effect of the mirror for children with hyperactivity, relative to comparison children, was most pronounced for those who looked at the mirror. Results are interpreted in terms of attentional bias toward external stimulation of students with hyperactivity. (Contains 34 references.) (DB)

**ED 408 764**

EC 305 635

Bourke, Andrew And Others

**Tracing the Links in the Chain of Accommodation: A Study of University of Massachusetts' Faculty Members' Provision of Accommodations to Students with Learning Disabilities.**

Pub Date—96

Note—14p.: Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Accessibility (for Disabled), Beliefs, College Faculty, \*College Students, Higher Education, \*Learning Disabilities, \*Student Personnel Services, Surveys, \*Teacher Attitudes

Identifiers—\*Academic Accommodations (Disabilities), Instructional Support Services, \*University of Massachusetts

This study examined facilitating factors and barriers in the process of accommodating college students with learning disabilities in the classroom. Surveys were mailed to 485 faculty members at the University of Massachusetts who had received an accommodation form from the university's Learning Disabilities Support Services Office. The survey focused on faculty members' degree of ease or difficulty in implementing accommodations, the perceived adequacy of support, and their own beliefs and understandings concerning the need for and benefit of providing accommodations. Analysis of the 162 returned surveys suggest that beliefs about the helpfulness and need of accommodations has an effect on provision. In addition, perception of support from elements of the University, especially the Learning Disabilities Support Services Office, influenced the ease of providing accommodations. A significant difference was found between the behavior of professors and instructors/teaching



assistants, with the latter reporting it was easier to provide accommodations. (Contains 11 references.) (Author/DB)

**ED 408 765** EC 305 636

Reed, Vicki

**High Functioning Autism.**

Pub Date—96

Note—12p.; Paper presented at the Annual School Social Work Association of America Conference (1st, Louisville, KY, September 26-27, 1996).

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Autism, Clinical Diagnosis, Definitions, Developmental Disabilities, \*Disability Identification, Early Identification, Elementary Secondary Education, \*Mild Disabilities, \*Severity (of Disability), \*Student Characteristics

Identifiers—\*Aspergers Syndrome, \*Pervasive Developmental Disorders

This paper reviews the characteristics and needs of students with high functioning autism. First, it lists 18 common characteristics of autism, then it stresses that autism is defined by the general pattern of characteristics. Next, it discusses how people with high functioning autism differ from those with autism. These differences include higher cognitive abilities, more normal language functioning, better social functioning, a tendency toward specialization, and a generally better prognosis as a functioning adult. Discussion of the diagnostic process notes the negative connotations of the term "autism," and the frequent use of the terms "Pervasive Developmental Disorder" or "Asperger Syndrome," instead, for this high functioning group. Other diagnostic concerns include the need for observation in natural settings, overlap of symptoms with other disorders, the importance of early diagnosis, and a lack of knowledge about autism by many professional psychologists. A section on behavior management of autistic children stresses their need for routine and structure, management of transitions, their tendency to learn best by doing, ways to substitute more suitable behaviors for undesirable ones, and the need to avoid overstimulation. Specific ways to manage misbehavior are also suggested, such as ignoring the behavior, positive reinforcement, physical prompting, and unemotional discipline. (Contains 14 references.) (DB)

**ED 408 766** EC 305 637

Dahl, Harry Sanche, Robert

**Special Education Policy: A Retrospective and Future Prospective—A View from Saskatchewan.**

Pub Date—97

Note—10p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Disabilities, Early Childhood Education, Educational History, \*Educational Legislation, \*Educational Policy, Educational Trends, Elementary Secondary Education, \*Federal Legislation, Foreign Countries, \*Inclusive Schools, Mainstreaming, \*Special Education, State Legislation, Trend Analysis

Identifiers—Canada, \*Saskatchewan

This paper reviews the history of special education in Saskatchewan (Canada) since the 1960s and proposes policy initiatives for future changes. Emphasis in the discussion is on trends and Canadian reports that led to Saskatchewan's 1971 passing of legislation mandating an "appropriate" free public education with procedural due process, individualized education programs, and least restrictive environment. Overall, the legislation reflected a major change in policy, from congregating students with special needs to mainstreaming and inclusion. Also mentioned as influencing the policy changes are charismatic advocates (such as Wolf Wolfensberger, Frederick Weintraub, and Lloyd Dunn), pol-

icy development and legislation in both Canada and the United States, and the development of Developmental Centers and Early Childhood Intervention Programs. The paper then looks at emerging policies in the following areas: economics, professional staffing, advocacy, technology, diversity, and integrated service delivery. Contains 16 references. (DB)

**ED 408 767** EC 305 638

Switzky, Harvey N.

**The Educational Meaning of Mental Retardation: Toward a More Helpful Construct. Mental Retardation and the Neglected Construct of Motivation.**

Pub Date—97

Note—7p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cognitive Style, \*Definitions, Educational Psychology, Elementary Secondary Education, Learning Strategies, \*Mental Retardation, Metacognition, \*Motivation, \*Self Motivation, Student Motivation

This paper examines the role of motivation in the way mental retardation is defined and treated. It reviews evidence that mental retardation involves a motivational self-system and a self-regulatory influence which, interacting with cognitive and metacognitive factors, result in inefficient learning. It suggests that individuals with mental retardation are characterized by task extrinsic rather than task intrinsic motivation. Such task extrinsic factors might include external rewards, safety, avoidance of stressful or anxious situations, security, and avoidance of failure experiences. Closely related is research showing that people with mental retardation have deficient effectance motivation or mastery motivation. The educational problem is seen to center on optimizing outcome performances by increasing students' intrinsic motivation and the interaction of motivational processes with cognitive processes. Teachers are urged to consider the implications of the theory of motivational orientation for classroom practice. Contains 24 references. (DB)

**ED 408 768** EC 305 639

Hershey, Alan M. And Others

**Partners in Progress: Early Steps in Creating School-to-Work Systems. Executive Summary.**

Mathematica Policy Research, Princeton, N.J.

Spons Agency—Department of Education, Washington, DC. Planning and Evaluation Service.

Report No.—MPR-8292-650

Pub Date—Apr 97

Contract—EA95010001

Note—19p.

Available from—Mathematica Policy Research, Inc., PO Box 2393, Princeton, NJ 08543-2393.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Career Education, \*Education Work Relationship, Federal Aid, Federal Legislation, Grants, High Schools, \*Partnerships in Education, \*Program Development, Program Evaluation, School Business Relationship, State Programs, Technical Assistance, \*Transitional Programs, Vocational Education, Work Study Programs

Identifiers—\*School to Work Opportunities Act 1994

This report presents the first product of a comprehensive 5-year evaluation of a major federal effort, the School-to-Work Opportunities Act (1994), which provides 5-year federal grants as "seed money" to design systems involving work-based learning, school-based learning, and connecting activities. The report is based on extensive site visits in 8 states and 39 communities, and a survey of a representative sample of high school seniors in the same 8 states. This initial evaluation effort has resulted in 10 conclusions, such as: (1) School-to-Work (STW) has generated considerable interest and effort among educators and employers; (2)

states have begun building a system by creating employer incentives, promoting career development models, and providing technical assistance to local partnerships; and (3) two of the eight states visited (Kentucky and Oregon) have made STW reforms a central part of the state's more general school reform agenda affecting all students. Individual sections of the executive summary address: the vision of a STW system, evaluation of STW implementation, state approaches to STW implementation, approaches to career development, changes in curriculum (school-based learning and students' work-based activities), large scale participation in diverse STW activities, making local partnerships work, and emerging issues for the future. (DB)

**ED 408 769** EC 305 641

Mitchell, Melissa, Ed.

**Leaving School: Implementing Transition Planning: What Data and State Experiences Can Tell Policy Makers and Educators. A Project ALIGN Issue Brief.**

Virginia Commonwealth Univ., Richmond. Commonwealth Inst. for Child and Family Studies.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Mar 97

Contract—H023A50114

Note—7p.

Available from—Donald Oswald, Commonwealth Institute for Child and Family Studies, Dept. of Psychiatry, MCV/VCU, P.O. Box 980489, Richmond, VA 23298-0489.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Age Differences, Compliance (Legal), Data Collection, \*Disabilities, Dropout Prevention, \*Dropout Rate, Dropout Research, \*Education Work Relationship, High Schools, Individualized Education Programs, Program Implementation, \*Transitional Programs

Identifiers—\*Individuals with Disabilities Education Act

This policy brief examines states' experiences and data regarding implementation of the transition planning mandate of the Individuals with Disabilities Education Act. It reports on a study which investigated whether implementation of transition planning was associated with decreased dropout rates for youth with disabilities and whether the format for reporting on how special education students exit the system should be revised. Transition related data from the Department of Education were analyzed and interviews were conducted with state-level special education personnel in three states with relatively high school completion rates for their students with disabilities. Data analysis indicated that a previously increasing dropout rate began to decline with mandated transition planning for youth ages 16 and above, but not for youth 14-15 years old, which continued to climb. These results support the value of transition services beginning at age 14. The experiences of the three states support the value of transition planning and services as a component of each student's individualized program. The report also includes graphs showing trend data in the dropout rate for youth with disabilities ages 16 to 21 and ages 14 to 16. (Contains 13 references.) (DB)

**ED 408 770** EC 305 642

Mitchell, Melissa, Ed.

**Ethnicity in Special Education: A Macro-level Analysis. A Project ALIGN Issue Brief.**

Virginia Commonwealth Univ., Richmond. Commonwealth Inst. for Child and Family Studies.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—Jan 97

Contract—H023A50114

Note—7p.

Available from—Donald Oswald, Commonwealth Institute for Child and Family Studies, Dept. of Psychiatry, MCV/VCU, P.O. Box

980489, Richmond, VA 23298-0489.  
 Pub Type—Information Analyses (070) — Reports  
 - Evaluative (142)

**EDRS Price — MF01/PC01 Plus Postage.**  
 Descriptors—Degrees (Academic), \*Disabilities,  
 \*Disability Identification, Elementary Secondary  
 Education, Ethnic Groups, \*Ethnicity,  
 \*Graduation, Mainstreaming, Minority Groups,  
 Racial Factors, \*Special Education, Statistical  
 Analysis, \*Student Placement  
 Identifiers—\*Graduation Rates

This policy brief examines the role of ethnicity in special education by reporting on a study of the impact of base rates of ethnicity on the identification, placement, and graduation rates of children with disabilities. Emphasis is on system characteristics rather than individual student characteristics. The study explored the relationship between the percentage of non-white students in states' school populations and the rates at which special education students are identified, placed in restrictive settings, and graduate from school. States' data were obtained from the National Center for Educational Statistics. Regarding identification, the correlation between percentage of white and the identification rate was quite low, suggesting ethnicity was not related to rate of identification as disabled. As far as placement, the study found that ethnicity was a statistically significant predictor of placement in regular class settings. With regard to graduation, the study examined the relationship of ethnicity to graduation by diploma, by certificate, and by both diploma and certificate. Ethnicity was not significantly related to graduation by diploma or diploma and certificate combined, but was moderately correlated with graduation by certificate. Scattergraphs and tables detail the study's findings. (DB)

**ED 408 771** EC 305 643  
 Mitchell, Melissa, Ed.

**School Completion Rates for Children with Disabilities: The Role of Economic and Demographic Factors. A Project ALIGN Issue Brief.**

Virginia Commonwealth Univ., Richmond, Commonwealth Inst. for Child and Family Studies.  
 Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.  
 Pub Date—Nov 96  
 Contract—H023A50114  
 Note—14p.

Available from—Donald Oswald, Commonwealth Institute for Child and Family Studies, Dept. of Psychiatry, MCV/VCU, P.O. Box 980489, Richmond, VA 23298-0489.

Pub Type—Information Analyses (070) — Numerical/Quantitative Data (110) — Reports - Evaluative (142)

**EDRS Price — MF01/PC01 Plus Postage.**  
 Descriptors—\*Academic Achievement, \*Academic Persistence, Differences, \*Disabilities, Dropout Research, \*Graduation, High Schools, Predictor Variables  
 Identifiers—\*Graduation Rates

This policy brief reports on a study of variation in states' school completion rates for students with disabilities and the relationship of school completion to economic, sociodemographic, and educational variables. States' school completion rates were calculated from data maintained by the Department of Education. In addition, state-level special education personnel were interviewed in three states with relatively high and stable percentages of students with disabilities graduating. Graduation rates (either diploma or certificate) for this population ranged from .07 percent of the resident population in Arkansas to .47 percent in Virginia. Some states did not grant certificates, while others presented more certificates than diplomas to students with disabilities. Application of several predictive models identified predictors for all disabilities, for students with specific learning disabilities, for students with severe emotional disturbances, and for students with mental retardation. All three states' interviewees described sustained leadership, a focus on school completion for students with disabilities, and implementation of specific initiatives related to completion. Findings suggest the following recommendations: first, base

reform and change initiatives on a data-based information pool, and, second, refashion special education using emerging knowledge about relationships between economic, educational, and demographic variables and disability issues. Tables and graphs detail graduation rates and predictor variables by disability group and data on graduation by diploma or certificate. (Contains 12 references.) (DB)

**ED 408 772** EC 305 644  
 Mitchell, Melissa, Ed.

**Placement in Regular Classes and Separate Facilities: The Role of Economic and Demographic Factors for Children with Disabilities. A Project ALIGN Issue Brief.**

Virginia Commonwealth Univ., Richmond, Commonwealth Inst. for Child and Family Studies.  
 Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.  
 Pub Date—Feb 97  
 Contract—H023A50114  
 Note—17p.

Available from—Donald Oswald, Commonwealth Institute for Child and Family Studies, Dept. of Psychiatry, MCV/VCU, P.O. Box 980489, Richmond, VA 23298-0489.

Pub Type—Numerical/Quantitative Data (110) — Opinion Papers (120) — Reports - Evaluative (142)

**EDRS Price — MF01/PC01 Plus Postage.**  
 Descriptors—Demography, \*Disabilities, Economic Factors, Elementary Secondary Education, Emotional Disturbances, \*Inclusive Schools, Learning Disabilities, Mainstreaming, Mental Retardation, Predictor Variables, Regular and Special Education Relationship, Residential Schools, Special Classes, \*Special Education, \*Student Placement, Systems Approach

This policy brief reports on a study exploring state by state variation in placement rates for students with disabilities in either regular or special education settings and the relationship of economic, sociodemographic, and educational factors to these rates. The study analyzed data for the school year 1992-93 and compared the percent of identified students placed into six settings: regular class, resource room, separate class, separate school, residential facility, or homebound/hospital. It also interviewed state level personnel in three states with relatively high rates of placement in regular class settings. Although overall, placement data showed an orderly progression from most students served in the least restrictive setting (regular class) to the fewest number served in the most restrictive settings (separate facilities), analysis by disability category showed that most students with learning disabilities are served in resource room settings and most students with severe emotional disturbances and mental retardation are served in separate classes. Application of several prediction models found achievement variables emerged as predictors for all disabilities combined, but that a wide variety of other factors, including economic and demographic variables, predicted placement of students with specific disabilities. Results suggest the need to incorporate systems approaches to special education issues. Graphs detail study findings by disability and state. (Contains 29 references.) (DB)

**ED 408 773** EC 305 645  
 Mitchell, Melissa, Ed.

**State Special Education Funding Formulas: Issues in Implementing Both FAPE and LRE. A Project ALIGN Issue Brief.**

Virginia Commonwealth Univ., Richmond, Commonwealth Inst. for Child and Family Studies.  
 Pub Date—Apr 97  
 Note—11p.

Available from—Donald Oswald, Commonwealth Institute for Child and Family Studies, Dept. of Psychiatry, MCV/VCU, P.O. Box 980489, Richmond, VA 23298-0489.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

**EDRS Price — MF01/PC01 Plus Postage.**  
 Descriptors—Access to Education, Compliance (Legal), \*Disabilities, Educational Legislation,

Elementary Secondary Education, Federal Aid, Federal Legislation, Financial Support, \*Inclusive Schools, Mainstreaming, School Districts, \*Special Education, \*State Aid, State Regulation, State Standards, \*Student Placement Identifiers—\*Funding Formulas, Individuals with Disabilities Education Act

This policy brief reviews relationships between state special education funding formulas and placements in which children with disabilities are served, specifically compliance with mandates for a free and appropriate public education (FAPE) and placement in the least restrictive environment (LRE). Data analyzed were for the school year 1992-93. Interviews were conducted with state level personnel in three states with relatively high and increasing rates of regular class placement. Findings indicated: (1) high rates of disagreement about the best relationship between funding formulas and the provision of services; (2) no support for the assertion that funding formulas based on where students receive services encourage placement of students into high reimbursement options; and (3) an association between density of population and high use of separate placements and between high use of various types of separate placements. The report concludes that there is limited evidence that any particular funding formula is used more often by states with relatively higher rates of placements in regular classes and that, in all likelihood, there are no incentive-free financing systems. Graphs and tables provide detailed findings on rates of regular class placement by state, types of funding formulas, and state characteristics. (Contains 12 references.) (DB)

**ED 408 774** EC 305 646  
 Mitchell, Melissa, Ed.

**Money Matters. Federal Financial Support for Special Education: What's the Right Formula? A Project ALIGN Issue Brief.**

Virginia Commonwealth Univ., Richmond, Commonwealth Inst. for Child and Family Studies.  
 Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.  
 Pub Date—Mar 96  
 Contract—H023A50114  
 Note—13p.

Available from—Project ALIGN, Commonwealth Institute for Child and Family Studies, P.O. Box 980489, Richmond, VA 23298-0489.  
 Pub Type—Information Analyses (070) — Reports - Evaluative (142)

**EDRS Price — MF01/PC01 Plus Postage.**  
 Descriptors—Demography, \*Disabilities, Disability Identification, Educational Change, Educational Legislation, Elementary Secondary Education, \*Federal Aid, Federal Legislation, \*Special Education, Trend Analysis  
 Identifiers—\*Funding Formulas, \*Individuals with Disabilities Education Act

This policy brief explores issues associated with the question of whether federal funds to implement the Individuals with Disabilities Education Act (IDEA) should be allocated on the basis of the number of children with disabilities or a percentage of each state's resident population of children. The report examines proposed changes in the federal formula (supporting and opposing positions), the projected impact of a formula change, impact on identification and services, and other potential adjustments to the formula. It notes a movement toward a census-based formula in the face of the sentiment that IDEA is overregulated and underfunded. Supporting arguments suggest that the census-based approach would create incentives for states to undertake reforms such as prereferral and early intervention and provide disincentives for over representation of minorities in special education. Among opposing arguments are that a formula change would penalize states which have worked diligently to identify and serve all students with disabilities. Analysis of projected impact indicates that the new formula would result in 13 states (such as Florida and Massachusetts) losing more than \$2 million, with other states (such as California, Idaho, and Arizona) experiencing an increase of more than 13 percent. A graph provides comparative figures for each state. (Contains 13 references.) (DB)

ED 408 775 EC 305 647

Junko, Susan And Others

**Portraits of Inclusion through the Eyes of Children, Families and Educators.**

Washington Univ., Seattle. Early Childhood Research Inst. on Inclusion.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Mar 97

Contract—H024k440004

Note—36p.; Photographs may not reproduce clearly.

Available from—Early Childhood Research Institute on Inclusion, University of Washington, College of Education, Box 353600, Seattle, WA 98195.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Accountability, Case Studies, Compliance (Legal), Cost Effectiveness, Court Litigation, Cultural Influences, \*Disabilities, Early Childhood Education, \*Early Intervention, \*Educational Policy, Educational Quality, Financial Support, \*Inclusive Schools, Professional Development, School Community Relationship, Social Integration, Special Education

Identifiers—Categorical Special Education

This report uses case illustrations to present ten policy issues concerning inclusion of children with disabilities in early childhood education programs. Policy issues were identified from interviews with over 150 families, teachers, and district and state education agency administrators, as well as through many classroom observations. An introduction examines the social-political aspects of education, policy versus practice, and the changing social context. For each issue there is a brief explanation, some data, and a case example of an actual child. The policy issues address the following areas: (1) categorical programs, (2) categorical funding, (3) categorical thinking, (4) the cultural context of education, (5) the community context of education, (6) professional development and practice, (7) litigation and inclusion, (8) regulation and compliance or accountability and quality, (9) the ebb and flow of public dollars, and (10) costs of inclusion. A glossary defines common terms associated with inclusive early childhood education. (Contains 12 references.) (DB)

ED 408 776 EC 305 657

Scheffel, Debora L.

**The Language of Negotiation: Comparing Children with Language Based Learning Disabilities and Children with Normally Developing Language.**

Pub Date—Feb 97

Note—12p.; Paper presented at the LDA International Conference (Chicago, IL, February 19-22, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Children, \*Disability Identification, \*Discriminant Analysis, Elementary Education, Evaluation Methods, Interpersonal Communication, \*Language Impairments, \*Language Processing, Language Proficiency, \*Language Skills, Language Tests, Maps, Student Evaluation, \*Verbal Ability

A study examined the differences between 17 children with language disorders and 20 children with normal language development (ages 8-13) in the way they developed shared knowledge with an adult using an interactive communication task. The structure interaction map task involved the child describing a route through a simple schematic map to an adult who had a similar map, but without a route. Subjects were informed that the listener's map was slightly different from their map and they could not view the listener's copy. Five maps were used with a number of pictorial features relevant to describing the route. For each map, the adult introduced questions about features that were nonexistent on the subjects' map. Results found that there was a significant difference in the verbal productivity between the group of children with normally developing language and those evidencing lan-

guage disorders. No significant differences were found in the number of conversational turns attempted, the number of features named, or the expansions. Using a discriminant function analysis, however, 75 percent of the children with language disorders could be correctly classified based on performance on the 4 variables of expansions, features named, words spoken, and conversational turns. (Contains 12 references.) (CR)

ED 408 777 EC 305 658

Wehman, Paul, Ed. And Others

**Supported Employment Research: Expanding Competitive Employment Opportunities for Persons with Significant Disabilities.**

Virginia Commonwealth Univ., Richmond. Rehabilitation and Training Center on Supported Employment.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Jun 97

Contract—H133B30071

Note—234p.

Available from—Virginia Commonwealth University, Rehabilitation Research & Training Center on Supported Employment, P.O. Box 842011, Richmond, VA 23284-2011; telephone: 804-828-1851; fax: 804-828-2193 (\$15.95).

Pub Type—Collected Works - General (020) — Reports - Descriptive (141)

**EDRS Price - MF01/PC10 Plus Postage.**

Descriptors—Adolescents, Adults, \*Delivery Systems, \*Education Work Relationship, Educational Planning, \*Financial Support, High Schools, National Surveys, Participant Satisfaction, Postsecondary Education, Program Implementation, \*Severe Disabilities, Student Participation, \*Supported Employment, \*Transitional Programs

Identifiers—Social Security, Transition Time, Virginia

This manual includes articles that address many of the major issues affecting supported employment programs for individuals with severe disabilities. Articles discuss current trends in service delivery, the experiences of local community employment agencies, issues involved in funding supported employment, natural support implementation strategies, and transition from school to work. Specific issues and programs reviewed include: (1) results of the 1995 National Survey of Supported Employment Implementation; (2) conversion of segregated, facility-based programs to supported employment; (3) use of Social Security work incentives; (4) the Social Security Return to Work Initiative; (5) time limited and extended services funding; (6) the role of employment specialists within natural support programs; and (7) the results of consumer satisfaction interviews with supported employment participants. In the last section, articles on transition include a description of a comprehensive transition model designed to enhance employment opportunities for individuals with disabilities as they graduate from post-secondary settings; the importance of transition teams that actively work with students with disabilities to promote their success in post-secondary education; and the results of an analysis of transition plans for student with disabilities that was conducted across 24 school divisions in Virginia. (Each article contains references.) (CR)

ED 408 778 EC 305 659

Magne, Olof

**"Le Contrat Social"—and a New Curricular Approach to Inclusive Education, Occupational Opportunities and Social Competence. Reprints and Miniprints, No. 859.**

Lund Univ., Malmö (Sweden). Dept. of Educational and Psychological Research.

Report No.—ISSN-1100-3391

Pub Date—Oct 96

Note—23p.

Available from—Department of Education and Psychological Research, Malmö School of Ed-

ucation, University of Lund, Malmö, Sweden.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Curriculum Design, \*Curriculum Development, \*Disabilities, Ecological Factors, Educational Philosophy, Educational Theories, Elementary Secondary Education, Foreign Countries, \*Inclusive Schools, \*Individualized Instruction, \*Social Environment

Identifiers—\*Social Contract, Sweden

This Swedish paper discusses the design of an inclusive curriculum for students with disabilities based on Rousseau's concept of a social contract. The importance of a curricular philosophy in which social competence and ecological conditions are crucial provisions in shaping the curriculum is discussed. The social contract philosophy is used to examine the role of the school and the individualization of education for children with special needs. By using a factor-interplay model of teaching, educators would simultaneously consider in designing an educational program the content of a proposed learning program and the student's capacity to learn the information. A student-centered curricular theory is presented in which each student's performance and interests are considered and topic areas are prioritized according to the needs of the student. Ecological perspectives are examined along with the importance of a harmonious educational climate. Guidelines are provided for the educational process, including making education tolerant of and meaningful to students with disabilities, providing an appropriate education, encompassing naturalized and actualized learning, teaching practical skills for daily application and competencies of a prevocational and vocational nature, and directing education toward the total person. (Contains 21 references.) (CR)

ED 408 779 EC 305 660

Meyers, Joel And Others

**Is Special Education Forgotten in Educational Reform?**

Georgia State Univ., Atlanta.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—97

Contract—H023R30030

Note—52p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Decision Making, \*Disabilities, \*Educational Innovation, \*Educational Planning, Elementary Secondary Education, \*Regular and Special Education Relationship, \*Special Education Teachers, Surveys, Teacher Influence, \*Teacher Participation

A 3-year study of a New York suburban school district (3,000 students) examined what connections existed between regular education reform and special education. The school district had recently implemented building-level shared decision making teams as part of their efforts to reform education. The purpose of these teams was to develop goals for the district, such as having children attend school ready to learn, having academic goals that are appropriate for helping students enter the job market, and having safe and drug-free schools. Observation and interview data collected throughout the investigation indicate that the teams paid little attention to special education or students with disabilities. Educators working on reform in the district did not consider special education as a key component of the reform process and special educators knew little about these reforms. Findings indicate members of primary school teams were more likely than the middle school or high school team members to indicate that their team represented special education. However, simply having a special educator as a team member did not necessarily ensure special education would be discussed. The need for a team member with explicit responsibility for representing special education interests is urged. (Contains 34 references.) (CR)



ED 408 780

EC 305 661

Reid, Jennifer And Others

**The Role of Speech & Language Therapists in the Education of Pupils with Special Educational Needs. Final Report to the Scottish Office Education & Industry Department.**

Edinburgh Univ. (Scotland).

Spons Agency—Scottish Office Education and Industry Dept., Edinburgh.

Report No.—ISBN-0-9520667-4-2

Pub Date—96

Note—265p.

Available from—SLT Project, Dept. of Psychology, University of Edinburgh, 7 George Square, Edinburgh, Scotland EH8 9JZ, United Kingdom (14 British pounds).

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price — MF01/PC11 Plus Postage.

Descriptors—\*Communication Disorders, \*Delivery Systems, Educational Resources, Elementary Secondary Education, Foreign Countries, Inclusive Schools, Integrated Services, Intervention, Parent Participation, \*Parent School Relationship, Preschool Children, Program Effectiveness, \*Speech Language Pathology, Student Needs, \*Teacher Collaboration, Therapists Identifiers—\*Scotland

A 3-year study of 12 regional and 3 island authorities in Scotland investigated: (1) the speech and language therapy needs of pupils with special educational needs; (2) forms of collaboration among parents and professionals; and (3) the perceived effectiveness of different models of speech and language therapy service delivery. The research results included the following findings: (1) there is a pattern of ever increasing demand for speech and language therapy that continuously outstrips increases in provision; (2) speech and language therapy managers felt that they had lost the power to give priority to children who did not have Records of Needs but who had equally pressing needs for speech and language therapy; (3) speech and language therapy managers felt services to pre-school children were increasingly at risk because of the reallocation of resources to school-aged children; (4) effective provision of speech and language therapy to pupils in mainstream schools has not yet been achieved; (5) provision of speech and language therapy is reported by parents and professionals to be especially poor at the secondary school level; and (6) collaborative practices were found in both mainstream and special educational settings, but particularly in evidence in special educational facilities. (Contains 36 references.) (CR)

ED 408 781

EC 305 662

Lederberg, Amy R.

**Antecedents of Language Competence and Social-Emotional Adjustment of Young Deaf Children. Final Report.**

Georgia State Univ., Atlanta.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—[90]

Contract—H023C80500

Note—84p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Attachment Behavior, Coding, Communication Problems, \*Emotional Development, \*Hearing Impairments, \*Interpersonal Communication, \*Mothers, Nonverbal Communication, \*Parent Child Relationship, Rating Scales, \*Social Development, Toddlers

A study of 41 toddlers (ages 18-25 months) with hearing impairments and their hearing mothers and 54 typical toddlers and their hearing mothers, investigated whether the development of a normal mother-child relationship is disrupted by the inability of the child to understand his/her mother's normal means of communication. The study also explored what aspects of the mother-child relationship related to subsequent language and socio-emotional development. A majority of the dyads were reassessed when the children were 3 years old and again assessed when the children were 4 years old. Findings indicate: (1) toddlers with hearing impair-

ments and their mothers miscommunicated much more frequently; (2) toddlers with hearing impairments frequently did not respond to their mothers' communication because they did not seem to hear or see it; (3) toddlers with hearing impairments and their mothers spent less time interacting; (4) toddlers with hearing impairments used more visual and little verbal communication and were more likely to start a new topic rather than continue one; and (5) despite their communicative difficulties and their delayed language development, toddlers with hearing impairments were as likely to establish a positive, reciprocal, secure relationship with their mothers as were typical toddlers. Appendix A contains the coding manuals for the project, including "Microanalysis of Communication between Mother and Child" (Amy R. Lederberg and others); "Interaction Coding Manual: Mother-Child Interaction" (Amy R. Lederberg); and "Quality of Mother-Child Interaction" (Amy R. Lederberg and others); and a reprint of an article, "The Effect of Hearing Impairment on the Quality of Attachment and Mother-Toddler Interaction," by Amy R. Lederberg and Caryl E. Mobley. (Contains 43 references.) (CR)

ED 408 782

EC 305 663

Ottenbacher, Kenneth J. Angelo, Jennifer

**Comparing Scanning Modes for Youths with Cerebral Palsy. Final Report.**

Spons Agency—Department of Education, Washington, DC.

Pub Date—94

Contract—H023A20038

Note—55p.; Software not available from EDRS.

Pub Type—Non-Print Media (100) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Adolescents, \*Assistive Devices (for Disabled), \*Cerebral Palsy, \*Communication Aids (for Disabled), \*Electronic Control, \*Electronic Equipment, \*Evaluation Methods, Program Effectiveness, Young Adults

Identifiers—Cursor Speed, Scanning, Scanning Rate

This study of 22 individuals (ages 13-20) with cerebral palsy investigated the use of scanning, an interface technique that allows access to assistive devices such as communication boards, electronic augmentative communication devices, and computers by using a pointer, either a finger or a cursor. This packet of information includes the findings of a comparison of three basic modes of scanning use with electronic devices (automatic, inverse, and step), and information on the Scanning Assessment Tool. The study examined which scanning mode provides the greatest accuracy for individuals with cerebral palsy and the effects of cursor speed. A second analysis examined the difference between pre-hits, post-hits, no hits, and scanning mode. The study's results were not definitive; persons with different types of cerebral palsy may or may not be more successful when using a particular type of scanning. The results do indicate that when persons are potential candidates for using scanning, each mode should be evaluated separately. The study found that all subjects had higher accuracy scores when using a slower scanning speed and that there were significant differences between pre-hits, post-hits, and no hits and cerebral palsy type. An appendix includes the survey the clinicians used for the Scanning Assessment Tool and information on assessing selection control techniques. Instructions for installing and using the Scanning Assessment Tool are attached, along with a reprint of an article, "Scanning Assessment Tool: Assessing Selection Control Techniques" (Jennifer Angelo). (Contains 39 references.) (CR)

ED 408 783

EC 305 664

Shores, Richard E.

**Analysis of Aggression of Children with Severe Behavior Disorders in School Environments. Final Report.**

Kansas Univ., Parsons.

Spons Agency—Special Education Programs

(ED/OSERS), Washington, DC.

Pub Date—[92]

Contract—H023C00127-92

Note—88p.

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—\*Aggression, \*Behavior Disorders, \*Classroom Communication, Classroom Environment, Elementary Education, \*Emotional Disturbances, Inclusive Schools, Mainstreaming, Positive Reinforcement, Praise, \*Student Placement, Teacher Response, \*Teacher Student Relationship

A series of studies involving 19 elementary students with severe emotional disturbance (SED), who were identified as aggressive, and 19 typical students in different types of educational settings, investigated the relationship between school environments and the aggressive behavior of children with SED. The social interactions of the children who were aggressive were examined as well as the settings and events within the school environment that may be associated with aggressive behavior. Results from the study found: (1) the rates of interactions were significantly higher in the segregated settings than in the integrated settings; (2) no significant differences were found among the children with SED in the rates of aggression, disruption, and negative verbal responses in different settings; (3) teachers' rates in delivering reinforcement were extremely low, with the teachers in segregated settings giving more positive consequences than did the teachers in the integrated settings; (4) teachers' responses to students' hand-raising behavior was low and, in several cases, teachers were far more likely to respond to the students' inappropriate behavior than to the students' hand-raising behavior; and (5) when teachers increased praise, the rate of students' disruptive behavior decreased. Appendices composing more than half the report include articles and papers on the specific studies and findings: (1) "Classroom Interactions of Children with Behavior Disorders" (Richard E. Shores and others); (2) "Classroom Management Strategies: Are They Setting Events for Coercion?" (Richard E. Shores and others); (3) "Lag Sequential Analysis as a Tool for Functional Analysis of Student Disruptive Behavior in Classrooms" (Philip L. Gunter and others); "A Case Study of the Effects of Aversive Stimuli in Instructional Interactions on the Disruptive Behaviors of a Child Identified with Severe Behavior Disorders" (Philip L. Gunter and others); and "Teacher/Student Proximity: A Strategy for Classroom Control through Teacher Movement" (Philip L. Gunter and others). Contains 18 references. (CR)

ED 408 784

EC 305 665

Harrington, Thomas F., Ed.

**Handbook of Career Planning for Students with Special Needs. Second Edition.**

Report No.—ISBN-0-89079-706-4

Pub Date—97

Note—451p.

Available from—PRO-ED, 8700 Shoal Creek Blvd., Austin, TX 78757-6897 (\$39).

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Adults, Behavior Change, \*Career Counseling, \*Career Education, \*Career Planning, Communication Skills, Cultural Influences, \*Disabilities, \*Education Work Relationship, Educational Planning, Elementary Secondary Education, Emotional Disturbances, Family Involvement, Job Placement, \*Minimum Competencies, Student Evaluation, Teamwork

Identifiers—National Occupational Information Coordinating Com.

This book discusses career planning strategies for students with special needs. It addresses the 13 competencies identified by the National Occupational Information Coordinating Committee (NOICC) as basic to effective performance by career development practitioners: career development theory, decision-making skills, consultation skills, assessment, labor market information, career counseling strategies, skills in working with special

populations, collaborative approaches, research and evaluation, career services ethics, group guidance approaches, computer software and information systems, and development, management, and implementation of programs and public information, and marketing. Some competencies are identified by chapter title, whereas others are integrated with text focused on a broader content topic. While the entire book deals with students with special needs, Chapter 6 specifically addresses working with adolescents with emotional and behavior disorders, including how to develop effective behavioral change programs, and presents an ideal vocational planning model. Other chapters describe strategies for working with families of students with disabilities and the unique issues that these families face, career planning within the context of diverse, multicultural settings, and planning an individual vocational development program. The NOICC competencies and indicators for elementary, middle school, and high school students and adults are reprinted in the appendices. (Each chapter contains references.) (CR)

**ED 408 785** EC 305 666

**Nebraska Special Education Statistical Report, 1996-97. SESIS Information.**

Nebraska State Dept. of Education, Lincoln. Special Populations Office.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—97

Note—127p.

Available from—Nebraska Department of Education, Special Populations Office, 301 Centennial Mall South, P.O. Box 94987, Lincoln, NE 68509-4987; telephone: 402-471-2471 (while supplies last).

Pub Type—Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC06 Plus Postage.**

Descriptors—Data Collection, Delivery Systems, \*Disabilities, \*Disability Identification, Early Childhood Education, Educational Trends, Elementary Secondary Education, Hearing Impairments, \*Incidence, Private Education, Public Education, Regular and Special Education Relationship, \*Services, \*Special Education, State Surveys, Student Attrition, \*Student Placement, Tables (Data), Transitional Programs, Trend Analysis, Visual Impairments

Identifiers—\*Nebraska

This report presents statistical information on the 40,570 children with disabilities in Nebraska special education programs. The following data are included: (1) special education child count as of December 1, 1996, by child's age, disability, race, and ethnicity; (2) children with disabilities in non-public schools by age, disability, and county; (3) children with disabilities who are wards of the state or the court by age, disability, and county; (4) program providers and the age and disability of the children they serve; (5) instructional settings of children with disabilities by disability and age; (6) time in special education by disability, age, and instructional setting; (7) services provided by disability and age; (8) method of instruction and reading mode for children with visual and hearing impairments; (9) child count by county; (10) child count by school district; (11) children with disabilities aged birth through five by age, disability, and school district; and (12) number and transition age of children with disabilities aged 16-21 by age, disability, and school district. The report also includes historical trend data, data on the exit reasons of children with disabilities who left special education, and race/ethnicity totals by gender and disability. Data collection forms are appended. (CR)

**ED 408 786** EC 305 667

Horn, Eva M. And Others

**Model Demonstration Projects for Young Children with Disabilities: 3+2. Project BLEND (Beginning Learning Experiences in Developmentally Inclusive Groups and at Home) 1991-1997. Final Report.**

Vanderbilt Univ., Nashville, TN. Peabody Coll. Spons Agency—Department of Education, Wash-

ington, DC.

Pub Date—1 Jun 97

Contract—H024B10108

Note—135p.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC06 Plus Postage.**

Descriptors—\*Developmental Delays, \*Early Intervention, \*Ecological Factors, Family Involvement, Family Programs, Infants, \*Integrated Services, Models, Program Design, Toddlers, \*Transitional Programs

This final report describes Project BLEND (Beginning Learning Experiences in Developmentally Inclusive Groups and at Home), a project designed to develop, implement, evaluate, and disseminate an ecological model for early intervention for children with developmental delays. Project BLEND included the following components: (a) the partnership (family, child care, BLEND) that was the context in which all activities for supporting each child's development were designed and implemented; (b) service coordination that assisted parents in establishing child care services and coordinating services from other agencies; and transition planning that assisted the child and family in making the transition to their next environment. In the first phase of the project, this model was developed and refined. In the second phase, the model was fully implemented with an existing early intervention center and community child care programs in middle Tennessee. In the third phase, the model was replicated in two sites: a school system in an urban setting that serves young children with disabilities (ages 3-5) and a second site that serves infants and toddlers with developmental delays and their families in a rural community. The report describes the project's activities and includes project implementation and replication checklists in the appendices. (Contains 12 references.) (Author/CR)

**ED 408 787** EC 305 668

Menz, Fredrick E., Ed. And Others

**Lessons for Improving Employment of People with Disabilities from Vocational Rehabilitation Research.**

Wisconsin Univ. - Stout, Menomonie. Rehabilitation Research and Training Center on Improving Community-Based Rehabilitation Programs.; National Association of Rehabilitation Research and Training Centers.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—97

Note—375p.

Available from—Rehabilitation Research & Training Center on Improving Community Based Rehabilitation Programs, Publications Office, University of Wisconsin-Stout, P.O. Box 790, Menomonie, WI 54751; telephone: 715-232-1380; fax: 715-232-2251 (\$34.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price — MF01/PC15 Plus Postage.**

Descriptors—Cultural Differences, \*Delivery Systems, \*Disabilities, \*Employment, \*Job Placement, Mental Disorders, Program Design, Program Effectiveness, Program Implementation, Supported Employment, Visual Impairments, \*Vocational Rehabilitation

Identifiers—Rehabilitation Research and Training Centers

This book was designed to share lessons learned from vocational rehabilitation research conducted at 11 Rehabilitation Research and Training Centers. Papers for the book were developed to provide practical guidance to the common efforts of professionals, advocates, consumers, and public figures interested in creating workable rehabilitation programs that return and sustain people with disabilities into the mainstream of their communities. Specifically, the papers address: (1) strategies for creating programs to achieve meaningful employment outcomes; (2) effectiveness of the public vocational rehabilitation programs; and (3) strategies for devising and incorporating the wishes, needs, and desires of people with disabilities into the design of rehabilitation alternatives. The book is

organized into three sections. The first section, "Perspectives on How To Improve Employment Outcomes," provides slightly edited copies of presentations made to the National Employment Conference in July 1996. The second section, "Program Oriented Research," presents a series of research papers on programs that are effective or on how to make programs effective in achieving important rehabilitation outcomes. The third section, "Rehabilitation Populations Oriented Research," presents a comparable series of papers that looks at how to increase employment outcomes from the point of view of selected populations, including persons with psychiatric disabilities, mental illness, and persons who are blind or visually impaired. (Most papers contain references.) (CR)

**ED 408 788** EC 305 669

Bradshaw, Keith

**The Integration of Children with Behaviour Disorders: A Longitudinal Study.**

Pub Date—97

Note—15p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Behavior Disorders, Elementary Education, Followup Studies, Foreign Countries, \*Inclusive Schools, Longitudinal Studies, Mainstreaming, Predictor Variables, Program Effectiveness, Questionnaires, \*Regular and Special Education Relationship, \*Student Attrition, \*Student Placement, Surveys

Identifiers—\*Australia

This report describes the results of a longitudinal study of 30 Australian children with behavior disorders who were placed in 15 regular primary schools in Victoria and New South Wales. All of these schools were in the process of integrating children with behavior disorders. In each school in the initial study, the principal, classroom teacher, parents, peer group, and support staff were asked to respond to questionnaires, interview questions, and self-report inventories. In Victoria, a follow up survey was sent to each school's principal after two years. In New South Wales, a follow up survey was sent to principals after 12 months. The results of the study indicate that 2 years after the initial survey, over 70 percent of the students in Victoria schools were no longer enrolled in their surveyed school. In New South Wales, over 33 percent of the students no longer attended the surveyed school 1 year after the initial survey. In conclusion, it would seem that for many children with behavior disorders placement in the regular school may not be the most appropriate educational placement. The factor that appeared to assist in the length of placement of the child in a regular school was a close working relationship with a special school. The effects of social, academic, and resource factors on regular school placement are discussed. (Contains 26 references.) (CR)

**ED 408 789** EC 305 670

Palmer, Douglas J. And Others

**Special Thinking in Special Settings.**

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—97

Contract—H0291C50157

Note—25p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Classroom Communication, Cognitive Processes, \*Disabilities, Elementary Secondary Education, Individualized Instruction, Regular and Special Education Relationship, School District Size, \*Special Education Teachers, \*Teacher Behavior, \*Teacher Collaboration, \*Teacher Response, Teaching Styles

This report discusses the results of a study of 21 special education teachers from urban, mid-sized, and rural school districts that investigated whether

teacher cognition would differ according to the characteristics of students in a classroom and the social environment in which teaching takes place. In the study, a stimulated recall procedure was used in which teachers viewed videotapes of their instruction to stimulate thoughts and decisions that were occurring during the instructional episode. Using this procedure, the study examined the reflections of identified "expert" special educators. Results indicate that many of the teachers made frequent use of "instructional diagnosis," in which the teachers used extensive content knowledge and their particular knowledge of the student to arrive at a diagnosis. Immediately following their diagnosis, they applied a modification to remedy the learning difficulty that the student was encountering. The instructional diagnosis did not seem to rely on the category assigned to a student. Teachers were also observed engaging in frequent consultations with regular education teachers. The consultations were brief and spontaneous, and required the special education teacher to manage the consultation along with her instruction in the classroom. Implications of the findings are discussed. Appended are the teacher interview questions and three tables presenting the data. (Contains 36 references.) (CR)

**ED 408 790** EC 305 671

*Sprague, Jeffrey*

**Multivariate Analysis of Severe Problem Behavior: Determining the Role of High Intensity Behaviors within Functional Response Classes. Final Report.**

Oregon Univ., Eugene.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Apr 95

Contract—H023N10010-93

Note—129p.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC06 Plus Postage.**

Descriptors—\*Behavior Modification, \*Behavior Problems, Elementary Secondary Education, Environmental Influences, Evaluation Methods, Intervention, Models, \*Multivariate Analysis, Program Design, \*Self Injurious Behavior, \*Severe Disabilities, Student Evaluation

This final report describes a 3-year federally funded project designed to conduct an analysis of the factors that contribute to the performance of high intensity problem behaviors by students with severe disabilities. The project utilized a series of five integrated studies, which involved students with severe intellectual disabilities and the teachers who serve them, to define the theoretical and methodological issues related to the performance of high intensity behavior, develop a comprehensive assessment model for assessing and treating behavior response classes, and provide empirical documentation of the efficacy of the model. The objectives, activities, products, and accomplishments of the project are described and charts detailing the project's evaluation plan and timetables are included. The report includes a research report on three experimental analyses conducted to assess the effects of different consequent stimuli on the rate of self-injurious behavior (SIB) and stereotypical behavior of two individuals with severe developmental disabilities and dual sensory impairments. Findings indicate that noncontingent presentation of the specially selected stimuli resulted in reduction in stereotypical and self-injurious behavior. A concept paper that outlines an emerging model for assessing and treating low frequency, high intensity problem behaviors and data charts are also attached. (The concept paper contains 96 references.) (CR)

**ED 408 791** EC 305 672

*Head, Dan And Others*

**Learned Helplessness in Children with Visual Handicaps: A Pilot Study of Expectations, Persistence, and Attributions. Final Report.**

Arizona State Dept. of Education, Phoenix. Div. of Special Education.

Spons Agency—Special Education Programs

(ED/OSERS), Washington, DC.

Pub Date—92

Contract—H023A00100

Note—210p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC09 Plus Postage.**

Descriptors—\*Blindness, Elementary Education, Evaluation Methods, \*Helplessness, Models, Persistence, Public Schools, Self Concept, \*State Schools, \*Student Attitudes, \*Student Evaluation, Teacher Attitudes, \*Visual Impairments

This report describes the outcomes of a one-year federally funded pilot study of 14 students with low vision or blindness (grades 3-6) and 13 teachers. The study was designed to generate practical classroom assessment procedures for measuring "learned helplessness" and recommendations for a conceptual intervention model for use in the classroom. The students were enrolled in programs for students with visual impairments at the Arizona School for the Deaf and Blind or the Tucson Unified School District. The first section of the report describes learned helplessness and details the project's objectives and research methodology. Attached appendices discuss the results of five individual studies. Research findings include: (1) the Dweck Effort/Ability IAR Subscale may identify mastery oriented and learned helplessness response patterns among students with visual impairments; (2) state school students with visual impairments had higher expectations of succeeding on different tasks; (3) the students tended to reduce persistence time on task after failure, but there were no significant differences among students in different placements; and (4) state school students consistently attributed their success on tasks to factors such as personal ability, while public school students saw ability and effort as equally important causes for their success. (Contains 60 references.) (CR)

**ED 408 792** EC 305 673

*Williams, Joanna P.*

**Learning Disabled Readers' Comprehension of Theme in Narrative.**

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—91

Contract—G008730078

Note—155p.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC07 Plus Postage.**

Descriptors—Beginning Reading, Critical Reading, Elementary Secondary Education, \*Learning Disabilities, Phonics, \*Program Effectiveness, \*Reading Comprehension, \*Reading Difficulties, Reading Instruction, Reading Processes, \*Reading Strategies

Identifiers—\*Theme (Literary)

This final report details the results of a federally funded project designed to investigate reading comprehension in students with learning disabilities and their ability to identify themes. The first part of the report discusses reading instruction and students with learning disabilities, and provides an overview of the research. The second section consists of a report on 2 studies that compared identification of theme in narrative by 10 adolescents with learning disabilities and 10 typical students. Research findings in the study indicate that the students with learning disabilities had specific difficulty with theme identification. The third section describes an instructional program designed to teach students with learning disabilities about the concept of theme and how to identify themes in short stories. It also presents an evaluation of the program in two different populations of students with learning disabilities. Results of the evaluation indicate that the Themes Instruction Program was successful in helping students with learning disabilities and typical students to learn about the concept of theme and to identify theme. The fourth section contains a paper on elementary reading instruction and the benefits of phonics programs presented at a symposium of the Orton Dyslexia Society. (Each section contains references.) (CR)

**ED 408 793** EC 305 674

*Rues, Jane And Others*

**Developing Basic Motor Skills in Infants and Children with Severe Handicaps: An Experimental Analysis with Implications for Education and Treatment. Final Report.**

Kansas Univ., Lawrence.

Spons Agency—Department of Education, Washington, DC.

Pub Date—[86]

Contract—G008300017

Note—177p.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC08 Plus Postage.**

Descriptors—\*Intervention, \*Motor Development, \*Motor Reactions, \*Multiple Disabilities, \*Outcomes of Treatment, Program Effectiveness, \*Severe Disabilities, Young Children

Identifiers—Head Movements, Sitting, Vestibular Stimulation, Vibration Technique

This final report details the outcomes of a 3-year project involving children with severe disabilities (ages birth-6) designed to: (1) determine the effectiveness of specific therapeutic intervention techniques on the development of basic motor skills in young children with severe and multiple disabilities; (2) explore the relationship between specific motor skills and the development of other associated motor skills; and (3) determine the effectiveness of "packages" of therapeutic intervention techniques on the development of basic motor skills. Individual studies investigated using vibration, vestibular stimulation, and inversion techniques. Results found in the six studies utilizing vibration, that 8 of 18 subjects (ages 1-6) with severe and multiple disabilities demonstrated an increase in head erection or sitting. In the five studies that used vestibular stimulation, 8 of 10 children in the head erect studies and 6 of 7 children in the sitting studies showed an increase in ability. The results in two studies involving eight children and utilizing inversion suggest that the static method may be more effective for increasing head erect behavior than a dynamic method of inversion. A final study involving two children found vestibular stimulation may be a potential antecedent stimulus for a variety of motor programs. (Contains 93 references.) (CR)

**ED 408 794** EC 305 675

*Arick, Joel And Others*

**A Full Evaluation Study of the Oregon Supported Education Plan and Its Impact upon Student Outcomes. Final Report.**

Portland State Univ., Ore. School of Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—97

Contract—H159A40016

Note—42p.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Disabilities, Educational Innovation, Elementary Secondary Education, Evaluation Methods, \*Inclusive Schools, \*Individualized Education Programs, Mainstreaming, Outcomes of Education, \*Performance Based Assessment, \*Regular and Special Education Relationship, State Surveys, Student Evaluation, \*Teacher Collaboration

Identifiers—\*Oregon

A 2-year study of 18 schools across Oregon was conducted to provide descriptive information about the effects of supported education on students with and without Individualized Education Plans (IEPs). Regular classroom teachers and their supporting special education staff volunteered to teach and score performance tasks in their supported education classes. A total of 103 regular and special education teachers were involved and the study collected portfolios with student performance information for 275 students with IEPs and 296 students without IEPs. Results of the study found: (1) the students with IEPs scored higher on performance assessment tasks than on transitional standardized assessments; (2) in several content areas, performance scores of high school students with IEPs were significantly higher than elementary



school students with IEPs, while the performance scores of students without IEPs remained constant; (3) the students with IEPs scored lower than students without IEPs on performance tasks; and (4) performance tasks were an effective method for increasing collaboration between special education and regular education and for providing needed feedback to students with special needs about their performance in the regular class. Recommendations are provided for using performance assessment tasks in supported education classrooms. (CR)

**ED 408 795** EC 305 677

Repp, Alan C. Karsh, Kathryn G.

**Integrating Stimulus Presentation Procedures into Instruction for Persons with Severe Disabilities.**

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC. Pub Date—91

Contract—H023C80091

Note—20p.; Prepared at the Educational Research and Services Center, DeKalb, IL.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classroom Environment, Educational Strategies, \*Educational Technology, Elementary Secondary Education, \*Generalization, Program Descriptions, Program Effectiveness, \*Severe Disabilities, Stimulation, \*Stimuli, \*Word Recognition

Identifiers—Illinois

This final report describes the activities of a 3-year project that investigated the effectiveness and efficiency of five stimulus control procedures for teaching individuals with severe disabilities in classroom and community-based settings. The research was conducted in public schools in the northern Illinois area and included the following five studies: (1) the effects of a fading procedure on the acquisition, transfer, and generalization of word identification; (2) the effects of multiple examples in teaching discriminations; (3) the effects of single component pretraining on the discrimination of stimuli with multiple cues; (4) the effects of dynamic presentations of instructional stimuli on the discrimination learning of students with severe disabilities; and (5) the effects of a minimally different, within trials sequence, and a maximally different, between trials sequence on the discrimination learning of persons with severe disabilities. The last study investigated the effects of a composite intervention of those variables found effective in the first five studies. Each study occurred in educational settings and measured the acquisition, maintenance, and generalization of a functional skill for 20 subjects with severe disabilities. The report includes a list of the project's activities, accomplishments, and research articles, presentations, and workshops, which were part of the dissemination efforts. (CR)

**ED 408 796** EC 305 678

Fogel, Nancy S.

**The Use of Advance Visual Markers (AVMs) To Teach English Syntax to the Deaf. The AVM Project: Final Report.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Report No.—AIR-58002-10/89-FR

Pub Date—Oct 89

Contract—G008730216

Note—177p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—American Sign Language, \*Assistive Devices (for Disabled), \*Computer Uses in Education, Elementary Secondary Education, \*English Instruction, \*Hearing Impairments, Reading Instruction, \*Syntax, \*Visual Aids, Writing Instruction

Identifiers—Advanced Visual Markers, Apple Macintosh

This final report describes an effective, computer-based method of communicating new syntactic knowledge to students with deafness. "Choosing AVMs," the first intervention developed on the

Macintosh computer, used advanced visual markers (AVMs) (icons) to communicate the essence of the syntactical structure to be taught by: (1) capturing facial expressions that are used as linguistic markers in American Sign Language; (2) utilizing international symbols; and (3) employing other visual devices to communicate syntactic information to deaf learners who do not have the reading comprehension skills necessary to rely solely on textual clues and information. "The Yes-No Game," the second computerized intervention developed, also utilized the high resolution graphics capability of the Macintosh to achieve the visual effects essential to the instructional approach, but it emphasized visual clues other than advanced visual marker icons. Written and graphic corrective feedback responded specifically to each error that students made in building English questions, and enabled them to correct their misunderstandings. With accompanying pictures to aid comprehension, and with multiple opportunities to practice and to receive immediate visual feedback, students with deafness were able to overcome their difficulties in building yes-no questions in English. Appendices include sample screens from the programs. (Contains 46 references.) (Author/CR)

**ED 408 797** EC 305 679

Longo, Ann Marie And Others

**Teaching Basic Reading Skills to Adolescents with Behavioral Disorders.**

Father Flanagan's Boys' Home, Boys Town, NE.

Pub Date—97

Note—15p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adolescents, \*Behavior Disorders, Elementary Secondary Education, \*Intelligence Differences, Intelligence Quotient, \*Oral Reading, Phoneme Grapheme Correspondence, Program Effectiveness, \*Reading Difficulties, \*Reading Instruction, Reading Skills, \*Vocabulary, Word Recognition

This set of transparency masters provides information on a study of 52 adolescents with behavior disorders. The study assessed the value of teaching basic reading skills to at-risk 8th- to 10th-graders who were reading below the 4th grade level. Students were divided into three groups based on IQ level. The adolescents attended a foundation course that focused on letter-sound correspondences and included collaborative oral reading of novels to promote application of word-analysis skills. The second course promoted students' fluency in recognizing words and their meaning via software, games, and collaborative oral reading. Results indicate: (1) students achieved significant, accelerated growth over time on basic reading, vocabulary, and fluency skills; (2) on the fluency measure, all three IQ groups started out at about the same level and ended up at about the same level; (3) on the basic reading measure, all three IQ groups started out low and made about the same amount of growth; and (4) on the vocabulary measure, the three IQ groups started out at different levels and finished at different levels, with the rate of growth being about the same. Charts are provided detailing the oral reading fluency, basic reading, and vocabulary results of the different IQ groups. (CR)

**ED 408 798** EC 305 680

Smith, Marry

**Behavioral Intervention Program.**

Pub Date—97

Note—9p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13, 1997). Map contains very small print.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Behavior Disorders, \*Behavior Modification, Elementary Secondary Education, \*Negative Reinforcement, Parent Participation, \*Positive Reinforcement, Program

Effectiveness, Teacher Collaboration, \*Team Training, Technical Assistance, Timeout Identifiers—Georgia

This brief paper describes a Behavioral Intervention Program (BIP) in Georgia in 1995-1997 that provided services at the local level for 88 students with severe and challenging behaviors. Under the program, students with severe behaviors are identified at the local level and referred to the BIP through a request for service process. The local school establishes a Behavior Support Team for participation in the BIP Technical Assistance training. The team is consisted primarily of the student's parents, teachers, related service personnel, supervisors, and administrators. The purpose of the team is to develop an effective behavioral support plan for the student. The technical assistance training focuses on assessment, intervention, and follow-up. The training has been effective in reducing the use of instructive interventions (isolated time-out, non-isolated time-out, physical restraint, and loss of privileges), and in increasing the use of proactive behavior support (breaks, choices, communication, extinction, transition cues, schedule changes, blocking, reinforcement and visual/object/tactile schedules). A survey of 75 percent of the individuals who participated on Behavior Support Teams during 1996-97 indicated satisfaction with the program. Charts showing the reduction and increase in different interventions are provided. A summary of the characteristics of the students served is also included. (CR)

**ED 408 799** EC 305 681

Paschall, Albert A., Ed.

**Directory of Programs for Preparing Individuals for Careers in Special Education. 1997 Edition.**

National Clearinghouse for Professions in Special Education, Reston, VA.; Council for Exceptional Children, Reston, Va.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Report No.—ISBN-0-86586-300-8; NCPSE-13.96

Pub Date—97

Contract—H030E3002

Note—272p.

Pub Type—Reference Materials - Directories/Catalogs (132) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—\*Accreditation (Institutions), \*Degrees (Academic), Directories, \*Disabilities, Elementary Secondary Education, Higher Education, Institutional Characteristics, National Surveys, \*Preservice Teacher Education, \*Special Education Teachers, \*Teacher Education Programs

Identifiers—Council for Exceptional Children

This federally funded directory lists special education teacher preparation programs in each state. The information was collected through a survey sent to institutions of higher education. The directory also includes lists of related services programs, but only when the programs fall under the college or department of education at the institution of higher education. Entries are arranged in alphabetical order by state, and within state in alphabetical order according to institution name. The following types of information are provided: institution name, school/department name, mailing address, name of department head or program chair, telephone numbers, electronic mail address, accreditation information (whether the institution's programs have been approved by the Council for Exceptional Children for the National Council for the Accreditation of Teacher Education accreditation process, and/or whether the institution is state-accredited), number of full-time and part-time faculty, institutional type (whether the institution is an historically Black college or university or other minority institution), and program information (includes program academic levels and the names of each of the programs or areas of concentration offered at each level). A subject index lists programs available for different disabilities and concentrations. An appendix includes the survey form. (CR)

**ED 408 800**

EC 305 682

Rowan, Lori And Others

**Project AHEAD: Where the Child Is, the Services Are: Home, Home Care, Day Care, Hospital/Clinical Services to Infants, Toddlers, and Preschool Aged Children with Disabilities and their Caregivers. Final Report.**

Utah State Univ., Logan. Dept. of Communicative Disorders.

Spons Agency—Department of Education, Washington, DC.

Pub Date—20 Jun 97

Contract—H024E80021

Note—103p.; Videotape not available from EDRS.

Available from—SKI-HI Institute, Dept. of Communicative Disorders Utah State University, Logan, UT 84322-1900 (Family Focused Interview Videotape and supplemental workbook).

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC05 Plus Postage.**

Descriptors—Day Care, \*Delivery Systems, \*Disabilities, \*Early Intervention, Family Involvement, Home Programs, Infants, Models, Preschool Education, Program Effectiveness, \*Program Implementation, Toddlers, \*Training Methods, Young Children

Identifiers—Utah

This report documents the activities and outcomes of the 5-year model demonstration project AHEAD (At Home and At Day Care), a Utah program that is designed to deliver services to infants, toddlers, and young children (ages birth-3) with noncategorical disabilities. The program delivers services to the children and their caregivers in their natural environment, including the home, the child-care setting, or wherever the child is located. The data collected during the demonstration phase showed that all children receiving AHEAD services made steady increases in skills in all developmental domains. Upon the recommendation of a review panel, AHEAD began replication activities during years four and five of the project. During this time, early intervention agencies throughout Utah were offered the opportunity to receive AHEAD training and resources as validation/replication agencies. These included agencies that were rural and metropolitan, and both publicly and privately funded. The replication agencies have demonstrated that AHEAD materials and training can be successfully transferred across agencies, personnel, delivery systems, and children, families, and child care providers. The report includes the objectives and activities of the project, the conceptual framework, and a description of the model and participants. Appendices include an overview of AHEAD training topics, evaluation forms, and data results. (Author/CR)

**ED 408 801**

EC 305 688

Frueh, Eileen R., Ed. And Others

**Very Special Arts Program Prospectus, 1997.**

Very Special Arts, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—97

Note—138p.; Very Special Arts in an affiliate of the John F. Kennedy Center for the Performing Arts.

Available from—Very Special Arts, 1300 Connecticut Avenue, N.W., Suite 700, Washington, DC 20036; toll-free telephone: 800-933-8721; fax: 202-737-0645.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

**EDRS Price — MF01/PC06 Plus Postage.**

Descriptors—Adults, American Indians, Art, \*Art Activities, \*Art Appreciation, \*Art Education, \*Art Therapy, Arts Centers, Children, Dance, \*Disabilities, Drama, Program Descriptions, Singing, \*State Programs, Veterans

Identifiers—\*Very Special Arts, Very Special Arts Festivals

Designed to provide information about arts opportunities for youth and adults with disabilities, this publication describes Very Special Arts (VSA) program activities in the United States that are planned for the period of October 1, 1996, through

September 30, 1997. The prospectus begins with an overview of the different types of VSA programs, including: the Arts for Children in Hospitals, VSA festivals, the Legacy Program, mentoring grants, the Very Special Arts Native American Initiative, the New Visions Dance Project, the Playwright Discovery Program, Start with the Arts, State Program Grants, VA/Very Special Arts Programs that provide art experiences to veterans at VA medical centers, VSA/IFF Career Development Festivals, Yamagata International Visual Arts Institute, Young Soloists Program, and the Very Special Arts Gallery. Following the overview, the VSA activities occurring in each state are reviewed. States are listed alphabetically with information provided on the address and telephone number of the director in each state, along with activity descriptions. A cross-referenced index of programs is also provided. (CR)

**ED 408 802**

EC 305 689

Newman, Lynn Blackorby, Jose

**Special Education Teachers: Their Link to School-Linked Services.**

SRI International, Menlo Park, Calif.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—Mar 97

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Available from—SRI International, 333 Ravenswood Avenue, Menlo Park, CA 94025-3493; telephone: 415-326-6200; fax: 415-326-5512.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Accessibility (for Disabled), \*Ancillary School Services, \*Disabilities, Elementary Education, Focus Groups, Health Services, \*Integrated Services, Interdisciplinary Approach, Interviews, Pupil Personnel Services, Referral, Resource Room Programs, Social Services, Special Classes, Special Education, \*Special Education Teachers, \*Teacher Attitudes

Identifiers—Healthy Start Program CA

This study examined the involvement of special education teachers with school-linked services (SLS) programs at their California schools. Telephone interviews were conducted with 25 resource and 8 special day teachers at 33 Healthy Start elementary schools, as well as from focus groups conducted with special education teachers at 2 case-study Healthy Start elementary schools. Findings indicated that teachers were aware of available services and referred students and their families to the programs. They knew the SLS program staff and many had used SLS staff expertise. Teachers who had been at their schools longer had forged stronger linkages with the school's SLS program. Special day classroom teachers reported a stronger relationship with their SLS program than did resource teachers. Special day teachers were more likely to refer students and their families to the program and include SLS staff in Individualized Education Program (IEP) meetings. Overall, special education teachers felt that the barriers to using the SLS program for students with disabilities were the same as those experienced by all students. Negative findings included the infrequent involvement of SLS staff in IEP meetings, lack of feedback to teachers after referral to an SLS program, and lack of availability of some needed services. Results are summarized by the six specific questions that guided the research. (DB)

**ED 408 803**

EC 305 690

Richardson, Rita C. Evans, Elizabeth T.

**Options for Managing Student Behavior: Adaptations for Individual Needs.**

Pub Date—97

Note—21p.; Paper presented at the Annual Convention of the Council for Exceptional Children (75th, Salt Lake City, UT, April 9-13,

1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Behavior Change, \*Behavior Problems, \*Classroom Techniques, Educational Psychology, Elementary Secondary Education, \*Individual Differences, \*Leadership, Models, Moral Development, \*Student Behavior, Theories

Identifiers—\*Situational Leadership Theory

This paper applies principles of situational leadership theory to the management of student behavior problems. First, it summarizes situational leadership, noting the theory's premise that leaders must consider two important factors to gain acceptance and compliance in managing people—the maturity level of the individuals and the nature of the situation. The paper then explains the different uses of power (punishment, connection, reward, legitimating, personality, information, and expert), and differing management styles (telling, selling, participating, and delegating). The paper then briefly describes the following seven models of behavior management: (1) biophysical, (2) behavioral, (3) humanistic, (4) psychodynamic, (5) ecological, (6) psychoeducational, and (7) cognitive. The paper then goes on to describe the five stages of moral reasoning. The paper suggests that an understanding of the principles of situational leadership, the various models of behavior management, and the development of moral reasoning, can help teachers to adapt their leadership styles and wisely use their power bases to influence and assist students. (Contains 17 references.) (DB)

**ED 408 804**

EC 305 691

Fuchs, Lynn S. Mathes, Patricia G.

**Peer-Mediated Reading Instruction in Special Education Resource Room Settings. Final Report.**

George Peabody Coll. for Teachers, Nashville, Tenn. Dept. of Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—[91]

Contract—H023B00026

Note—312p.; Teacher's manuals have been separately analyzed; see EC 305 692-693.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC13 Plus Postage.**

Descriptors—Difficulty Level, \*Instructional Effectiveness, Intermediate Grades, Intervention, \*Learning Disabilities, \*Oral Reading, Participant Satisfaction, \*Peer Teaching, Questionnaires, \*Reading Difficulties, \*Reading Instruction, Remedial Reading, Resource Room Programs, Special Education, Student Attitudes, Teacher Attitudes

Identifiers—\*Repeated Readings

This report studied intermediate grade students identified as learning disabled in a resource room setting to examine the effects of adapting repeated reading and sustained reading while manipulating level of text difficulty in a peer-mediated format. Twelve resource room teachers identified 67 students with learning disabilities and reading problems. Teachers then provided either the sustained reading (in which pairs of students read orally to each other), repeated reading (in which pairs of students read each passage three times), or control interventions. Students were assigned randomly to read either instructional or independent level text. Students in each group were trained in each of the classwide peer-mediated reading interventions. The intervention was implemented 3 times a week for 10 weeks. Results suggest that sustained reading within a classwide peer-mediated reading procedure is superior to typical reading instruction for developing fluency. However, neither sustained reading or repeated reading were superior to typical instruction in increasing comprehension. There also appeared to be no effect for level of text difficulty. Questionnaires completed by teachers and students indicated high levels of satisfaction with both treatments. (Contains 61 references.) (DB)

ED 408 805 EC 305 692

Fuchs, Lynn S. Muthes, Patricia G.

**Peer-Mediated Resource Reading, Sustained Reading Teacher's Manual.**

George Peabody Coll. for Teachers, Nashville, Tenn. Dept. of Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—[91]

Contract—H023B00026

Note—66p.; In: Peer-Mediated Reading Instruction in Special Education Resource Room Settings, Final Report; see EC 305 691.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Difficulty Level, \*Instructional Effectiveness, Intermediate Grades, Intervention, \*Learning Disabilities, Mild Disabilities, \*Peer Teaching, \*Reading Difficulties, Remedial Reading, \*Resource Room Programs, Special Education, Teaching Guides, Tutorial Programs Identifiers—\*Repeated Readings

This manual was developed as part of a project investigating the effectiveness of class-wide peer mediated reading instruction with middle grade students having mild disabilities and reading difficulties. It explains the procedures for introducing, implementing, and monitoring the project's version of repeated reading, in which pairs of students each read several passages three times each with the partner monitoring reading accuracy and awarding points accordingly. The first chapter lists the manual's objectives, gives a definition and rationale for peer-mediated instruction, and presents an overview of the peer-mediated reading program. Chapter 2 is on preparing for peer-mediated reading. It covers scheduling time for peer tutoring; selecting pairs and weekly teams; awarding and recording points; getting students to and from their partners; and preparing and organizing materials. Chapter 3 describes the three-lesson training program for students prior to implementing peer-mediated reading. Lesson 1 covers general features of peer-mediated reading instruction; Lesson 2 provides the procedures for repeated readings; and in Lesson 3, students are walked through the peer-mediated instructional sequence. Chapter 4 focuses on potential problems and solutions such as student behavior problems before, during, or after tutoring; students taking too much time to complete the tutoring steps; students failing to follow the tutoring procedure; and students chatting about point recording and scores. A sample teacher script is provided. (DB)

ED 408 806 EC 305 693

Fuchs, Lynn S. Muthes, Patricia G.

**Peer-Mediated Resource Reading, Repeated Reading Teacher's Manual.**

George Peabody Coll. for Teachers, Nashville, Tenn. Dept. of Special Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—[91]

Contract—H023B00026

Note—66p.; In: Peer-Mediated Reading Instruction in Special Education Resource Room Settings, Final Report; see EC 305 691.

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses (070) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—\*Instructional Effectiveness, Intermediate Grades, Intervention, \*Learning Disabilities, \*Oral Reading, \*Peer Teaching, \*Reading Difficulties, Remedial Reading, \*Resource Room Programs, Special Education, Student Attitudes, Teacher Attitudes, Teaching Guides, Tutorial Programs

This manual was developed as part of a project that investigated the effectiveness of class-wide, peer-mediated reading instruction with middle grade students having mild disabilities and reading difficulties. It explains the procedures for introducing, implementing, and monitoring the project's version of sustained oral reading practice, in which pairs of students each read aloud for nine minutes while the partner corrects errors and awards points for accuracy. The first chapter lists the manual's objectives, gives a definition and rationale for peer-

mediated instruction, and presents an overview of the peer-mediated reading program. Chapter 2 is on preparing for peer-mediated reading. It covers scheduling time for peer tutoring; selecting pairs and weekly teams; awarding and recording points; and getting students to and from their partners. Chapter 3 describes the three-lesson training program for students prior to implementing peer-mediated reading. Lesson 1 covers general features of peer-mediated reading instruction. Lesson 2 the procedures for sustained oral reading, and in Lesson 3, students are walked through the peer-mediated instructional sequence. Chapter 4 focuses on potential problems and solutions such as students being loud, disruptive, or off task; students taking too much time to complete the tutoring steps; students failing to follow the tutoring procedure; and students cheating. A sample teacher script is provided. An appendix includes the reading measures used in the program. Another appendix provides a review of the literature on the effectiveness of peer tutoring in general and specifically its effectiveness with students having reading disabilities. This appendix contains 94 references. (DB)

ED 408 807 EC 305 694

Nelson, Carol J. And Others

**Literacy Technology Project.**

Idaho Univ., Moscow. Idaho Center on Developmental Disabilities.

Pub Date—97

Note—77p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Assistive Devices (for Disabled), Basic Skills, \*Computer Literacy, \*Disabilities, Elementary Secondary Education, \*Portfolio Assessment, Portfolios (Background Materials), Teaching Guides, \*Word Processing, \*Writing Instruction, Writing Processes

Identifiers—Kurzweil VOICE Write, Voice Recognition

This curriculum and set of support materials are intended to help special educators and others incorporate assistive writing technologies into the writing curriculum and teach the student with a disability how to use the technology. Materials are included to be placed at each computer, which cover the operating basics for both Macintosh and Windows 95 machines. These include instructions for turning on the computer, opening a program, saving your work, opening a saved file, quitting programs, and word processing basics. The next sheets cover word processing while using the Kurzweil VOICE Write: Outloud and Co: Writer software programs. Also included in the packet is a list of assistive technology programs with sources, prices, descriptions, and suggested applications. A teacher's guide on helping students use the computer in writing is modeled as a writing portfolio and follows the four steps of the writing process: (1) pre-writing, (2) writing and revising, (3) publishing, and (4) assessing. The guide includes sections for both teachers and students and provides student activities and examples of each stage of the writing process. (DB)

ED 408 808 EC 305 695

Conture, Edward G.

**(Non)Verbal Behavior of Young Stutterers and Their Mothers. Final Report.**

Syracuse Univ., N.Y. Div. of Special Education and Rehabilitation.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—Dec 91

Contract—H023C80008

Note—161p.; Some attachments contain very small print.

Pub Type—Collected Works - General (020) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Behavior Patterns, Communication Skills, Interpersonal Communication, \*Nonverbal Communication, Parent Child Re-

lationship, \*Speech Impairments, \*Stuttering, Young Children

This final report describes activities and accomplishments of a 3-year project which analyzed the speech and related behaviors of 28 young children (mean age 52.5 months) who stuttered, their mothers, and similar non-stuttering children and mothers. A loosely structured conversation between each mother and child was recorded and analyzed. In addition to appreciable group differences in disfluencies, the study found that stuttering children exhibited significantly more of three nonspeech behaviors: eyelid blinking, eyeball movement to the left, and upper lip raising. The study also found that eye contact between mothers and young stutterers was significantly more frequent during stuttering than for normally fluent peers, and that mothers of stutterers produced significantly more nonspeech behaviors including eye blinks and various lip movements during stuttering incidents than at other times. One of the analyses found that the 15 most commonly occurring nonspeech behaviors of mothers of stutterers were very similar to the 21 most commonly occurring nonspeech behaviors of young nonstutterers. Results suggest the importance of understanding the nature and potential bi-directional influences of these nonverbal behaviors in any theory or therapy attempting to account for the onset and development of stuttering. Attached are eight papers published about the study: (1) "Young Stutterers' Nonspeech Behaviors during Stuttering" (Edward G. Conture and Ellen M. Kelly); (2) "Behaviors at the Onset of Stuttering" (Howard D. Schwartz and others); (3) "Eye Contact between Young Stutterers and Their Mothers" (Lisa R. LaSalle and Edward G. Conture); (4) "Childhood Stuttering: What Is It and Who Does It?" (Edward G. Conture); (5) "The Child Who Stutters: to the Pediatrician"; (6) "Stuttering" (Edward G. Conture and Lesley Wolk); (7) "Intervention with School-Age Stutterers: A Parent-Child Fluency Group Approach" (Ellen M. Kelly and Edward G. Conture); (8) "Comorbidity of Stuttering and Disordered Phonology in Young Children" (Lesley Wolk and others). Individual papers contain references. (DB)

ED 408 809 EC 305 696

Persson, Bengt

**Who Needs Special Education?**

Pub Date—97

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrators Attitudes, Definitions, \*Disabilities, Elementary School Teachers, Elementary Secondary Education, Foreign Countries, \*Inclusive Schools, Individualized Education Programs, Mainstreaming, Principals, \*Regular and Special Education Relationship, Secondary School Teachers, \*Special Education, Special Education Teachers, \*Special Needs Students, Teacher Attitudes Identifiers—\*Sweden

This paper looks at trends toward more inclusive education for students with disabilities in Sweden in the context of budgetary cut-backs in school resources. It reports on a project that investigated processes of defining target populations for special education in Swedish schools. Special educators (N=27), classroom teachers (N=35) and principals (N=18) were interviewed about how the concept of special education was defined in terms of practice and asked to describe special education activities in their schools. The study also analyzed data from a longitudinal database that included 5,000 pupils born in 1977 and 10,000 pupils born in 1982. Among findings were: (1) classroom teachers and special educators recognized that special education lightens the work load of teachers in regular classes by offering more or less permanent solutions to the problem of difficult students; (2) among individual child characteristics, socio-emotional disorders were the most common reason for referral to special education; (3) most special education takes place outside the regular classrooms in part-time settings;



and (4) more than half of interviewees reported that Individualized Education Plans were never used. Results suggest that definitions of target groups for special needs education vary greatly among schools. (Contains 25 references.) (DB)

**ED 408 810** EC 305 697

Gentry, Castelle. *And Others*

**The Sign Connection: An Interactive Videodisc Instructional Program for Deaf Children and Their Hearing Associates. Designed To Teach Selected Signed Phrases and Language Patterns. User's Guide [and Videotape].**

Michigan State Univ., East Lansing. Coll. of Education.

Spons Agency—Department of Education, Washington, DC.

Pub Date—[90]

Contract—H180P80023

Note—67p.; Videotape and videodisc not available from EDRS.

Available from—Director of Marketing, Instructional Media Center, Division of Marketing, Michigan State University, East Lansing, MI 48824.

Pub Type—Guides - Classroom - Teacher (052) - Non-Print Media (100) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*American Sign Language, Check Lists, \*Educational Media, Grammar, \*Hearing Impairments, Independent Study, Instructional Materials, Language Arts, Multimedia Materials, Videodisks, Videotape Recordings, Vocabulary Development

Identifiers—\*Signed English

This self-instructional program, designed to teach 83 basic signs, includes a user's guide, a videotape, and an interactive videodisc. The program is intended to teach common phrases and sentences, but can also be used to illustrate selected grammatical features of English as part of a language arts program for deaf children. The interactive component is intended to provide visual demonstrations of signing in full motion, repeated practice through the interactive computer program, and continuing confirming or corrective feedback. Although most of the signs are from the lexicon of American Sign Language, video sequences set in natural environments present fluent signers communicating the phrases using a modified form of Signed English. The orientation videotape incorporates an overview of the program and presents a vignette designed to help hearing individuals perceive a deaf child's world. After an overview, the user's guide provides instructions for: (1) setting up the system; (2) starting up, playing, and shutting down; (3) operating the program; and (4) classroom set-up. Appended are The Signing Performance Checklist and instructions for its administration. (DB)

**ED 408 811** EC 305 699

**Report of the Office of Special Education Programs. Proceedings of the Annual Technical Assistance and Dissemination Conference (7th, Washington, D.C., March 3-5, 1997).**

Special Education Programs (ED/OSERS), Washington, DC.

Spons Agency—Federal Resource Center for Special Education, Lexington, KY: National Early Childhood Technical Assistance System, Chapel Hill, NC.

Pub Date—97

Contract—H024A60001, HS93033001

Note—85p.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Access to Information, Autism, Cooperation, \*Disabilities, Early Childhood Education, \*Information Dissemination, \*Information Networks, Information Transfer, \*Problem Solving, Special Education, Standards, \*Technical Assistance, Theory Practice Relationship

Identifiers—Federal Resource Center for Special Education

This report summarizes the interaction that occurred during the Seventh Annual Technical

Assistance and Dissemination Conference. The purpose of the conference was to provide participants with an opportunity to: (1) increase knowledge in various topical areas related to technical assistance and dissemination (TA&D); (2) exchange information, problem-solve, and pursue collaborative activities with other TA&D colleagues; and (3) become familiar with the resources/services/expertise of other U.S. Department of Education TA&D projects. The report begins with a section summarizing workgroup sessions that focused on: (1) collaborative and innovative uses of technologies for TA&D work; (2) evaluating the impacts of TA&D activities in relation to new performance standards; (3) designing a broader collaborative national TA&D network; (4) responding to TA&D needs in autism and diverse therapy options; and (5) applying research to practice to improve TA&D efforts. The next section includes summations of the plenary sessions and sketches of the concurrent sessions, which were designed to build skills or increase participants' knowledge bases. The third section summarizes discussions in the focus group sessions. Appendices include a conference agenda and a participant list. (CR)

**ED 408 812** EC 305 700

Ashcroft, S. C.

**Research on Multimedia Access to Microcomputers for Visually Impaired Youth.**

George Peabody Coll. for Teachers, Nashville, Tenn. Dept. of Special Education.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—83

Contract—G008102117

Note—380p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC16 Plus Postage.**

Descriptors—\*Accessibility (for Disabled), \*Assistive Devices (for Disabled), Braille, Computer Assisted Instruction, \*Educational Strategies, Elementary Secondary Education, Instructional Material Evaluation, Large Type Materials, Learning Modules, \*Microcomputers, Speech Synthesizers, Teacher Education Programs, \*Visual Impairments

Identifiers—Cassette Braille Devices, Digitized Speech, Optacon

This final report discusses the outcomes of a federally funded project that studied visual, auditory, and tactual methods designed to give youth with visual impairments access to microcomputers for curricular, prevocational, and avocational purposes. The objectives of the project were: (1) to research microcomputer systems that could be made accessible to youth with blindness through print, voice, and touch; (2) to develop and evaluate instructional programs for teaching youth with visual impairments to use microcomputer systems through multimedia access; (3) to develop and evaluate instructional packages for these multimedia microcomputer systems for the inservice and preservice training of special education and other personnel who work with youth with visual impairments; (4) to evaluate selected, adapted, or specially development computer-assisted instructional programs for curricula, prevocational, and avocational purposes; and (5) to disseminate the results and products of the research project through usual dissemination channels. The report identifies the advantages and limitations of cassette Braille devices, OPTACON (Optical-to-Tactile Converter), speech synthesis, digitized speech, and large print. Appendices include procedures for interfacing the IBM PC with the Versa-Braille instructional modules for beginning microcomputer and access technology skills for students with visual impairments, and a Braille-edit student instructional module. (Contains 55 references.) (CR)

**ED 408 813** EC 305 701

Fox, Lise Hanline, Mary Frances

**Assessing the Effectiveness of Developmentally Appropriate Play-Based Early Education. Final Report.**

Florida Univ., Gainesville.

Spons Agency—Office of Special Education and

Rehabilitative Services (ED), Washington, DC.

Pub Date—93

Contract—H023A20102

Note—188p.; Appended reproductions of journal articles are of poor legibility.

Pub Type—Reports - Descriptive (141) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—\*Disabilities, \*Educational Strategies, \*Environmental Influences, Generalization, \*Inclusive Schools, Intervention, Mainstreaming, \*Play, Portfolio Assessment, Preschool Children, Preschool Education, Program Effectiveness, \*Skill Development, Student Evaluation, Toddlers

This final report discusses the outcomes of a federally funded study of nine toddlers and preschoolers (ages 29-63 months) with a variety of disabilities. The project investigated the effectiveness of embedding systematic instruction within inclusive, developmentally appropriate practice (DAP), play-based environments to teach young children with disabilities specific skills, and the effects of such environments on the development and learning of young children with disabilities. The results of the study indicate that the children learned the skills targeted for intervention and proved the effectiveness of teaching by embedding systematic skill instruction within the ongoing activities of an early childhood program that used DAP as the curriculum framework. In addition, the study showed that the skills taught with the naturalistic teaching procedures generalized to another setting and another person. Assessment portfolios used in the study as an alternative to more traditional methods of assessing the development progress of the children were found to be an effective, non-intrusive way of monitoring the children's progress. Appendices include information about the study participants, play-based setting validation data, and procedures for evaluating fluid play behavior, indoor and outdoor play behavior, art products, and block constructions. (Contains 33 references.) (CR)

**ED 408 814** EC 305 702

O'Donnell, Karen J. *And Others*

**The Infant Care Project: A Mother-Child Intervention Model Directed at Cocaine Use during Pregnancy. Final Report.**

Duke Univ., Durham, N.C. Medical Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—6 Jun 97

Contract—H024B10046

Note—26p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Agency Cooperation, Cocaine, Cooperative Planning, \*Developmental Delays, \*Early Identification, \*Early Intervention, Infants, \*Integrated Services, Mothers, Parent Child Relationship, \*Prenatal Drug Exposure, Program Effectiveness, Teamwork

This final report discusses the outcomes of the federally funded Infant Care Project (ICP) that provided comprehensive and continuous services to 99 women who had used cocaine during pregnancy and their infants. The ICP model combined high risk obstetric care, infant and child development services, and substance abuse services on site in the health care setting. The objectives and activities of the ICP addressed: (1) prenatal identification and intervention in substance abuse, fetal development, mother-child relationship, and family support; (2) newborn assessment and intervention in substance abuse, infant development, mother-child relationship, and family support; (3) follow-up assessment and intervention in the same areas; (4) intervention/training with community agencies that provide care for substance abusing families and their infants; (5) the coordination of an interagency group for families with substance abuse disorders; and (6) a 2-year replication of the ICP in a community health department. Evaluation data indicate that participation in the project was associated with improved compliance with prenatal care, reduced drug use during pregnancy, improved obstetric outcomes, and an increased likelihood of the mother retaining cus-

today at 12 months postpartum. Child developmental outcomes at 12 months were similar for those recruited prenatally and the controls who had no drug use. (CR)

**ED 408 815** EC 305 703

Mitchell, David, Ed. Kugelmass, Judy, Ed.

**New Models for Re-forming Special Education. DISES Volume 4.**

Council for Exceptional Children, Reston, VA. Div. of International Special Education and Services.

Pub Date—97

Note—59p.; For Volume 3, see ED 393 245.

Available from—Advertising Arts & Promotions, "DISES Monographs," 2793 Daansen Road, Palmyra, NY 14522 (single copy, \$10.95; two or more, \$9.95 each; includes shipping and handling).

Journal Cit—View Finder; v4 1997

Pub Type—Collected Works - Serials (022)

**EDRS Price—MF01/PC03 Plus Postage.**

Descriptors—Comparative Education, Cultural Differences, Cultural Influences, \*Disabilities, \*Educational Innovation, \*Educational Legislation, Educational Practices, Elementary Secondary Education, Foreign Countries, \*Government School Relationship, \*Inclusive Schools, Laws, Mainstreaming, Public Policy, \*Special Education, Theory Practice Relationship

The seven articles in this monograph explore the relationship between legislation and policies/regulations directed at the education of students with special educational needs, and actual practices in schools and classrooms. The first article, "The Impact of Special Education Legislation on Schooling: A United States Perspective" (Mary Lynn Boscardin), discusses the possibilities and problems associated with the impact of special education legislation and school reform movements on the education of student with disabilities in the United States. "Dilemmas, Contradictions and Democracy: Models in the Governance of Special Needs Education in England and Wales" (Alan Dyson), describes the tensions posed by the realignment of power and responsibility among the central government, local education authorities, and individual schools in special education in England and Wales. "Special Education Legislation and Policies in the Context of Education Reforms: The New Zealand Model" (David Mitchell), focuses on ways New Zealand is attempting to build flexibility into its education reform agenda. "Legal Rights of Students With Disabilities: Indicators of Legislative Performance in Canada" (William J. Smith and William F. Foster), discusses the problems of educational equity in Canada within a social/political context. "Meeting Special Educational Needs within a Legislative Framework: The Scottish Experience" (George O. B. Thomson), discusses the impact of legislation to support provision for special education needs within the Scottish context. "Legislation in Australian Special Education Intent and Effect: The Impact on Child, Family and Teacher" (Roy I. Brown), discusses the dichotomy between legislation governing special education and special education practices in Australia. The final article, "Brazilian Special Needs Education: Conceptual Framework and Policy for the 1990s" (Georgia M. Kerns and F. S. Cavalcante, Jr.), discusses inclusion, special education teacher preparation, principles of special education, service models, integration, and special education eligibility in Brazil. (Each article contains references.) (CR)

**FL**

**ED 408 816** FL 024 060

Pula, Judith J., Ed.

**Maryland English Journal, Volume 30, Numbers 1-2.**

Maryland Council of Teachers of English, College Park.

lege Park.

Pub Date—96

Note—146p.

Available from—Maryland English Journal, Department of English, Frostburg State University, Frostburg, MD 21532 (\$6.00; quantity discounts available).

Journal Cit—Maryland English Journal; v30 n1-2 Fall-Spr 1995-96

Pub Type—Collected Works - Serials (022)

**EDRS Price—MF01/PC06 Plus Postage.**

Descriptors—\*Acculturation, Adult Education, Bilingualism, Cultural Pluralism, Elementary Secondary Education, \*English (Second Language), High Risk Students, Immigrants, \*Limited English Speaking, Literature Appreciation, Personal Narratives, Poetry, Public Speaking, \*Reading Instruction, Second Language Instruction, Service Learning, Student Projects, Testing, Urban Schools, Urban Universities, Writing Evaluation, Writing Exercises, \*Writing Instruction

The two issues of this journal contain articles about aspects of English teaching and samples of student work. The Fall 1995 issue contains: "I Want More Books Like It: Implementing a Reading Workshop in an Urban Classroom with At-Risk Students" (Rebecca Joseph); "Service Learning Prompt for the Maryland Writing Test" (Kathy A. Megyeri); "My Grandfather and the Fish" (Elizabeth Hodges); "Crystal" (Patricia Wilson); "Practice Makes Perfect" (Patricia Wilson); five samples of senior citizens' local history writing; and 24 samples of children's writing, primarily poetry. The Spring 1996 issue (Special Issue: English for Speakers of Other Languages) contains: "Understanding Limited English Proficiency Students: Strategies for Non-ESOL Teachers" (Jennifer Wilmer, Martha Rowe Dolly); "Making Sense of the American Experience: Performance-Based Group Projects and Individual Speech Presentations as Bond Builders for Speakers of English as a Second Language" (Lee Viccellio); "Making Sense of the American Experience: Literature as a Bond Builder for Speakers of English as a Second Language" (Joanne Langan); "Making Sense of the American Experience: Writing Instruction as Bond Building for Speakers of English as a Second Language" (Nancy Traubitz); "Where Is Your ID?: The Literacy Narrative of a Bilingual, Bicultural Student at an Urban University" (Mary Louise Buley-Meissner); 22 samples of children's writing; and "Poetry: Passion of Long-Time 'Maryland English Journal' Contributor Carol F. Peck" (Erin E. Calvert). (MSE)

**ED 408 817** FL 024 453

Yumoto, Kazuko

**Preliminary Study of Child's Second Language Acquisition.**

Pub Date—Mar 84

Note—32p.

Journal Cit—Kanagawa University Language Studies; v7 p1-30 1984

Pub Type—Journal Articles (080) — Reports - Research (143)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—Age Differences, Bilingualism, \*Child Language, \*Code Switching (Language), Cognitive Development, Comparative Analysis, \*English (Second Language), Foreign Countries, Japanese, Language Attitudes, Language Patterns, Language Research, Language Usage, \*Learning Processes, Linguistic Theory, Phonology, Second Language Learning, \*Time Factors (Learning), Young Children

A naturalistic study looked at the acquisition of English by two Japanese boys, aged 4 and 8 years, during a 2.5-year stay in the United States. Data were collected through observation and transcription of spontaneous speech in daily life. Analysis included a variety of features of language use and of the acquisition process, including attitudes toward English, stages in utterance development, code-switching and mixing, developmental commonalities (affective language, formulaic utterances), and suprasegmental features and patterns. Findings are related to theories of cognitive development, models of bilingualism, and a hypothesis of develop-

mental interdependence in first and second language proficiency. It is concluded that two factors, age and first language proficiency, are crucial to whether a child develops a coordinate or compound bilingual system. Contains 18 references. (MSE)

**ED 408 818** FL 024 488

Dogancay-Aktun, Seran Kamisli, Sibel

**Pragmatic Transfer in Interlanguage Development: A Case Study of Advanced EFL Learners.**

Pub Date—97

Note—19p.; Paper to be presented at the National Linguistics Conference (11th, Ankara, Turkey, May 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—College Graduates, College Students, Cross Cultural Studies, \*English (Second Language), Foreign Countries, Higher Education, Interference (Language), \*Interlanguage, Language Patterns, Language Research, Language Variation, Linguistic Theory, Native Speakers, North American English, \*Pragmatics, Role Playing, Second Language Learning, \*Semantics, Speech Acts, \*Transfer of Training, \*Turkish, Uncommonly Taught Languages, Work Environment

A study examined pragmatic variation across Turkish and American English in the speech act of chastisement, to determine occurrence of pragmatic transfer in the interlanguage of native Turkish speakers learning English as a Second Language (ESL). Data were collected from 80 native speakers of Turkish, 14 native speakers of American English, and 68 advanced Turkish EFL learners in situated role plays, in which individuals responded to wrongdoing of a status-unequal interlocutor in the workplace. Data were analyzed for type and frequency of semantic formulas used by the three groups in the same speech act. Native speaker data were used as a baseline for cross-cultural comparison and for detecting instances of positive and negative transfer. Results indicate both similarities and differences in the groups in choice of strategies for dealing with the same speech act. Similarities in strategy choice were found to be related to positive pragmatic transfer in the target language performance of the ESL students, although negative transfer (interference) occurred in some instances. It is concluded that the advanced ESL learners could diverge significantly from target language norms, indicating lack of sociolinguistic competence in that language and suggesting that sociolinguistic competence is not necessarily acquired alongside grammatical knowledge. Contains 39 references. (MSE)

**ED 408 819** FL 024 508

Butler, Priscilla, Ed.

**Issues in Alternative Assessment: The Japanese Perspective.**

Kwansei Gakuin Univ., Nishinomiya (Japan). Language Center.

Pub Date—97

Note—124p.

Pub Type—Collected Works - General (020) — Reports - Evaluative (142)

**EDRS Price—MF01/PC05 Plus Postage.**

Descriptors—Case Studies, \*English (Second Language), Evaluation Criteria, \*Evaluation Methods, Foreign Countries, \*Language Tests, Portfolios (Background Materials), Program Descriptions, Second Language Instruction, Self Evaluation (Individuals), \*Student Evaluation, Theory Practice Relationship, Vocabulary Development, Writing Instruction

Identifiers—Japanese People, \*Multiple Intelligences, Writing Samples

A collection of essays addresses issues in alternative assessment in English as-a-Second-Language (ESL) instruction. Chapter 1, "Toward a Definition of Alternative Assessment," (Priscilla Butler) gives an overview of the concept of alternative assessment and introduces some theoretical considerations. Chapter 2, "The Roots of Alternative Assessment: Epistemological Constructs and Cur-

rent Challenges." (Butler) documents the socio-cultural, historical, and political backdrop for shifts in assessment practice, and highlights some current issues. Chapter 3, "Portfolio-Based Assessment," (Maricel Santos) presents the rationale for portfolio use in second language classrooms, provides examples, and outlines steps for classroom implementation of the method. Chapter 4, "Incorporating Alternative Assessment in the Teaching of EFL Writing: Responding to Multiple Drafts," (Shalle Leeming) contrasts the traditional product-oriented approach and an alternative process-oriented approach to student writing. Chapter 5, "Student Self-Assessment: A Viable Alternative," (John Chapman-Rienstra) examines various ways students can begin to assess their own learning and discusses the particular benefits for Japanese students. Chapter 6, "Interactive Vocabulary Quizzes: An Alternative Form of Assessment Based on Multiple Intelligence Theory," (Gina Keefer) provides rationale and practical ideas. Chapter 7, "What Do We Do Now? A Survey of Current Assessment Practices at KGU," (Butler) focuses on the situation at Kwansei Gakuin University (Japan). (MSE)

**ED 408 820** FL 024 537

Glenn, Charles L.

**"Improving Schooling for Language Minority Children: A Research Agenda." A Review of the National Research Council Study. READ Abstracts.**

READ: The Institute for Research in English Acquisition and Development, Amherst, MA.

Pub Date—May 97

Note—31p.

Pub Type—Opinion Papers (120) — Reports — Evaluative (142)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Bilingual Education, Bilingualism, Demography, Educational Environment, Educational Improvement, \*Educational Research, Elementary Secondary Education, \*English (Second Language), Instructional Effectiveness, Language of Instruction, \*Limited English Speaking, Literacy Education, Program Effectiveness, Program Evaluation, \*Research Methodology, Research Needs, \*Research Problems, Second Language Learning, Student Evaluation, Teacher Education, Testing

Identifiers—National Research Council

A recent National Research Council study, "Improving Schooling for Language-Minority Children: A Research Agenda" examined the status of bilingual education research and the direction of future studies. The report is discussed here, in a format corresponding to the report's sections on domains of research and practice: bilingualism and second-language learning; cognitive aspects of school learning; literacy development and content learning; the social context of school learning; student assessment; program evaluation; studies of school and classroom effectiveness; preparation and development of teachers; estimating population parameters; issues related to the research infrastructure; and priorities for research. The report concludes that while research has revealed a significant amount about how a second language is learned, it has shed little light on whether language minority children are doing so or how to help them succeed academically. The critique finds that the report overemphasizes how research has not been fruitful, and suggests that the interests of language-minority children would be better served by theory-based experimentation on effective schooling of poor children in general, not relying as heavily on second language acquisition research or remaining preoccupied with language of instruction. (MSE)

**ED 408 821** FL 024 561

Worham, Stanton And Others

**The Organization of Space and Activities among Latinos: A Strategy for Making School More Culturally Familiar.**

Pub Date—Mar 97

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association

(Chicago, IL, March 24-28, 1997).

Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Attitude Change, \*Classroom Environment, Cultural Context, Cultural Traits, Educational Environment, \*English (Second Language), Ethnography, Family Environment, \*High Schools, \*Hispanic Americans, Limited English Speaking, Minority Groups, \*Sociocultural Patterns, \*Space Utilization, Student Attitudes, White Students

Identifiers—Hispanic American Students, \*Latinos

In an ethnographic study, teachers investigated a cultural difference between Anglos and Hispanics involving organization of space and activities at home, and applied the findings to high school classroom organization. The research was undertaken in a small community where a significant proportion of Hispanic students have English-as-a-Second-Language (ESL) instruction at school. Visits to Hispanic homes and interviews with their inhabitants found that household life often allows more fluid boundaries between spaces and activities than is found in mainstream Anglo homes. Schools in the United States generally favor the Anglo style over the Hispanic, ignoring or even inhibiting Hispanic communication conventions. One high school ESL teacher designed her classroom using Hispanic stylistic parameters, with no clock, an open door, and less rigid use of time, and encouraged students to speak Spanish and help each other. The teacher took a role closer to that of a mother than a supervisor. Observation of interactions within the room found the atmosphere to approximate more closely the fluid Hispanic home environment, with students feeling positively about it, and ultimately treating it as a haven. Attendance and effort of lower-achieving Hispanic students improved. Implications are discussed. Contains 15 references. (MSE)

**ED 408 822** FL 024 562

Terdal, Marjorie And Others

**Communicative English Language Teaching in Japanese Universities: Teacher Adaptations.**

Pub Date—Nov 96

Note—22p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (22nd, Japan, November 1996).

Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Classroom Communication, Classroom Techniques, College Instruction, \*Communicative Competence (Languages), \*Cultural Context, Culture Conflict, Educational Background, \*English (Second Language), Foreign Countries, Higher Education, Second Language Instruction, \*Sociocultural Patterns, Student Attitudes, Surveys, Teaching Methods

Identifiers—\*Japan

A study investigated the adjustments made in classroom behavior and teaching techniques by western-trained English-as-a-Second-Language (ESL) teachers in Japanese universities. Subjects were 16 instructors at three institutions, all with native or native-like English fluency and all trained in Canadian or United States graduate programs for ESL teachers. Data were gathered through interviews, classroom observation, and audio-recording of observed classes. Results indicate that the teachers made a variety of adaptations to teaching in Japan, with the results that their classrooms were not highly communicative. Most classes were teacher-centered, with Japanese used frequently in group work, and little interaction contributing to English language development. While the texts used were communicative in approach, most classes emphasized meaning over form, despite some teacher feedback focused on form. All classrooms demonstrated adaptations to the Japanese context, with many of the changes suggesting altered teacher expectations. Teachers had devised various means to motivate students, including point systems or other techniques for rewarding participation. No relationship was found between length of teaching experience in Japan and classroom instructional

techniques. Implications are discussed. Contains 22 references. (MSE)

**ED 408 823** FL 024 563

Renkema, Wim Jan T.

**Understanding the Position of Lesser Used Languages in European Educational Systems: The Contribution of Comparative Education.**

Fryske Academy, Leeuwarden (Netherlands). Mercator-Education.

Pub Date—95

Note—81p.

Pub Type—Reports — Research (143)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—Comparative Analysis, \*Comparative Education, Cultural Pluralism, Curriculum Design, Educational Research, Ethnicity, Foreign Countries, \*Language Research, \*Language Role, Language Usage, \*Minority Groups, Multilingualism, Regional Characteristics, Research Methodology, \*Uncommonly Taught Languages

Identifiers—\*Europe

This study looks at how the methodology of comparative education research has contributed, or not contributed, to understanding the role of minority languages in European education systems. An introductory chapter of the report is devoted to explanation of the work of Mercator-Education, a European center concerned with languages not commonly taught. The second chapter discusses comparative methodology in studying social phenomena in general and more specifically, in education. Chapter three chronicles the historical development of comparative education from the late eighteenth century to the present day. The fourth chapter looks more closely at the evolving methodology of comparative education, including the contributions of the dominant positivist paradigm, cultural relativism and phenomenology, the problem-solving approach, and the case study approach. Chapter 5 discusses the explanatory analyses given by education researchers and sociologists concerning the educational position of minority languages, with emphasis on cultural pluralism, multilingualism, regional identity, and curriculum control. A concluding chapter makes recommendations for further research and looks at the utility of theory-driven case study research in the future. Contains 154 references. (MSE)

**ED 408 824** FL 024 564

Eckermann, Carol Kim, Anna Charr

**A Comparison of Oral and Writing Development in a Second Language College Student.**

Pub Date—96

Note—19p.

Pub Type—Reports — Research (143)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Achievement Gains, Adult Learning, Age Differences, Case Studies, College Students, Comparative Analysis, \*English (Second Language), \*Error Patterns, Foreign Students, Higher Education, Language Acquisition, \*Language Patterns, Language Usage, Linguistic Theory, \*Oral Language, Second Language Learning, Syntax, Time Factors (Learning), \*Written Language

Identifiers—Monitor Model, National Louis University IL, Placement Tests

A case study of second language development in a college student focused on comparative changes in the development of oral and written skills over a period of two years. The subject was a Russian student of English as a second language who had recently arrived in the United States. Errors and syntactic maturity were analyzed in writing samples during this period, and compared with results of oral interviews used for placement. Results indicate that errors decreased and syntactic maturity increased in the same way that occurs in a first language. It is believed that time was a critical factor in self-monitoring, so errors would decrease faster in writing when more time was available. However, errors decreased in the subject's oral expression at a faster rate than in his writing, supporting the hypothesis that adults use the language monitoring



function to a greater degree than do younger students. Contains 12 references. (MSE)

**ED 408 825** FL 024 565

Magee, Bronagh E.

**Chain Stories - A Collaborative Writing Activity.**

Pub Date—Jan 93

Note—36p.

Pub Type—Dissertations/Theses (040) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Class Activities, Classroom Techniques, Cooperative Learning, Creativity, Group Activities, Second Language Instruction, \*Second Languages, Short Stories, \*Story Telling, \*Writing Assignments, \*Writing Instruction

Use of group story writing in second language classes is discussed, and specific instructional techniques are outlined. In this activity, students sit in a circle and each begins to write a story. The story beginning is passed to the next student, who adds a portion and passes the story on. This pattern continues until stories are completed and each student has his original paper. The result is a number of stories, each completely different, written by the same students. Students then read and discuss the stories, correcting as needed. The activity may be used to review vocabulary or grammar, be included in cultural lessons, such as discussion of holidays or traditions, or be based on photographs or pictures. The activity is appealing to students as an alternative to conventional, more academic writing exercises. Suggestions are made concerning timing of the exercise, group size, error correction, revision, and whether to provide a beginning sentence or have students create their own. Considerations based on students' cultural background or the mix of cultures represented are also discussed. Sample grammar-based, vocabulary-based, theme-based, and picture-based lessons using the chain story method are outlined in detail, with illustrations. (MSE)

**ED 408 826** FL 024 566

Fujioka, Noriko Kennedy, John J.

**The Views of Non-Native Speakers of Japanese toward Error Treatment in Japanese Introductory College Classes.**

Pub Date—Mar 97

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Age Differences, College Students, \*Error Correction, Higher Education, Interviews, Introductory Courses, \*Japanese, \*Peer Evaluation, Second Language Instruction, Second Language Learning, \*Second Languages, \*Self Evaluation (Individuals), \*Student Attitudes

A study investigated college student attitudes toward different classroom techniques for error correction in second language instruction. Subjects were 162 students of Japanese as a second language in seven universities. In the first phase of the study, a smaller group of students at a liberal arts college were observed in class, interviewed, and surveyed. Based on the findings, a mail survey of the larger sample was conducted. Three conclusions resulted: (1) teacher correction of errors is the dominant type; (2) self-correction is perceived as having a different nature than peer or teacher correction; and (3) class status (freshman, sophomore, etc.) and class size are key factors in preference for self-correction or teacher correction of errors. Contains 12 references. (MSE)

**ED 408 827** FL 024 567

Izzo, John

**Development of an English for Specific Purposes Technical Writing Course.**

Pub Date—Mar 97

Note—12p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Articulation (Education), College Second Language Programs, \*Computer Science, Course Descriptions, Course Organization, Curriculum Development, \*English for Special Purposes, Foreign Countries, Higher Education, Instructional Materials, Scheduling, \*Teacher Developed Materials, \*Technical Writing, \*Writing Instruction

Identifiers—University of Aizu (Japan)

The two-term technical writing course at the University of Aizu (Japan) was developed to help computer science majors develop writing skills needed for academic and future career activities. The course was first organized and presented in 1994 and has undergone continuous evaluation and revision. During the first two years, it was presented in two sophomore terms using lesson plans and handouts developed by a courseware project team and designed to allow for adjustment by individual teachers. In the first year, these materials were supplemented by a technical writing textbook and handbook. By the third year, a draft of a university-developed technical writing handbook served as the text for the course's first term. The second term of the course was moved to the senior year to provide students with assistance in planning and writing their graduation research reports. The final version of the university's technical writing handbook will be available in 1997, and the text for the second term will be developed by 1998. (MSE)

**ED 408 828** FL 024 568

Leu, Shwu-yi

**The Dilemmas of English as Second Language Children Learning To Read in an All-English Mainstream Classroom.**

Pub Date—Mar 97

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Classroom Communication, Discourse Analysis, \*English (Second Language), Grade 2, Grade 3, \*Grouping (Instructional Purposes), Language of Instruction, Language Role, \*Learning Problems, \*Limited English Speaking, Primary Education, \*Reading Instruction, Transitional Programs

A study investigated the kinds of English literacy experiences of English-as-a-Second-Language (ESL) students in an all-English mainstream classroom, the conceptualizations of ESL students and their English language literacy learning held by a monolingual English-speaking teacher, and instructional strategies used to facilitate ESL students' English language literacy. Subjects were the monolingual teacher, five ESL students, and one native English-speaking student in a mainstream grade 2/3 class with a majority of ESL learners. Data were collected through classroom observation and an interview with the teacher. Results show: (1) heavy dependence on ability-group reading instruction, with ESL children routinely placed in low-ability groups; (2) special effort on the part of school and teacher to create a friendly learning environment, but little connection between the congenial environment and promotion of ESL students' literacy learning; and (3) teacher expectation that the ESL students would learn reading in the same way that native English-speaking children would. Contains 31 references. (MSE)

**ED 408 829** FL 024 569

Dong, Yu Ren

**Using Coparticipating or Correcting: Using Peer Responses To Dialogue Journals in an ESL Teacher Education Course.**

Pub Date—24 Mar 97

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

sociation (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Classroom Communication, \*Dialogue Journals, \*English (Second Language), Feedback, Higher Education, Instructional Effectiveness, Language Teachers, Methods Courses, \*Peer Relationship, Preservice Teacher Education, \*Reflective Teaching, Socialization, Student Journals, \*Student Teachers

Identifiers—\*Professional Socialization

A study investigated the effects on student teachers of peer responses offered through dialogue journals on English-as-a-Second-Language (ESL) teacher education. Subjects were nine students in a student teaching seminar, all involved in practicum in public high schools. Over 15 weeks, students wrote journal entries both on selected topics from common readings and discussions and on concerns and reflections arising from practical experience. Students read and responded to each others' journals once a week. The 79 journal entries and 332 peer responses were analyzed for themes and patterns. Results indicate the peer responses: (1) enhance open dialogue and class community building, (2) lead to problem solving, (3) foster collective reflection, and (4) help with the socialization process. It is concluded that peer responses in such a course have rich instructional potential. Teacher trainers are encouraged to create opportunities and model responses for peer feedback, provide focal points for teacher reflection, and adjust instruction based on students' needs and issues as reflected in the journals. Journal excerpts and peer responses are included. (MSE)

**ED 408 830** FL 024 580

Rausch, Anthony S.

**Learning Styles and the Japanese University Second Language Student.**

Pub Date—Nov 96

Note—23p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (22nd, Japan, November 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Cognitive Style, College Students, \*English (Second Language), English Literature, Foreign Countries, Higher Education, Language Research, Language Usage, \*Learning Strategies, Linguistics, Majors (Students), Questionnaires, Second Language Learning, \*Self Esteem, \*Student Motivation, Study Habits, Surveys

Identifiers—Japan

This study investigated learning styles and learning strategies among Japanese university students whose majors are directly related to English. Data were gathered in a survey of 365 students in English literature, language, or linguistics courses at two universities. The survey included questions about study outside class time, study using materials other than those specifically for class, use of a personalized approach to studying, self-monitoring of target language use, confidence in using the target language, and motivations for taking the English course. Respondents were also asked to assign attributes to each of four learning styles (heart, head, hands, free), indicate which they considered their own style to be, and assess the importance to their own learning of 16 general learning behaviors. Results indicate: (1) these students did not show attributes of the idealized good language learner, suggesting lack of personal involvement in the learning process; (2) students' ability to "construct" a four-group learning styles model was limited, suggesting limited understanding of the learning style concept; and (3) students' accuracy in assessing their own learning style was weak. The questionnaire used in the survey, in both English and Japanese, is appended. Contains 18 references. (MSE)

**ED 408 831**

FL 024 581

Thompson, Susan N.

**Teaching Library Research Skills to ESL Students.**

Pub Date—Mar 97

Note—18p. Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).

Pub Type—Guides - Classroom - Learner (051) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—College Students, \*Dewey Decimal Classification, \*English (Second Language), English for Academic Purposes, \*Foreign Students, Higher Education, Information Sources, Library Catalogs, Library Collections, \*Library Instruction, \*Library Skills, Majors (Students), \*Research Skills, Second Language Instruction, Skill Development, Vocabulary Identifiers—Japanese People

The materials included in this presentations consist of information about a program to teach library research skills to Japanese university students of English as a Second Language (ESL) studying in the United States and student worksheets for use in the program. The program, instituted at Mukogawa Fort Wright Institute (Washington), is designed to assist English majors from Mukogawa University (Japan) in use of the Institute's specialized library collection. An introductory section describes the institution and collection, outlines the rationale for library research instruction, student needs, and lesson contents, and lists examples of student research projects undertaken at the Institute. The student materials include a library and research vocabulary list, worksheets for four lessons, a sample topic worksheet, and a brief list of additional resources. Lesson topics include: finding one's way around the library; using general reference books; the Dewey Decimal System; and the computer card catalog. (MSE)

**ED 408 832**

FL 024 583

de Klerk, Vivian, Ed.

**Focus on South Africa. Varieties of English Around the World, Volume 15.**

Report No.—ISBN-1-55619-446-3; ISSN-0172-7362

Pub Date—96

Note—329p.

Available from—John Benjamins North America, P.O. Box 27519, Philadelphia, PA 19118-0519.

Pub Type—Books (010) — Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors—Black Dialects, Contrastive Linguistics, Cultural Context, Diachronic Linguistics, Elementary Secondary Education, \*English, \*English (Second Language), Ethnic Groups, Foreign Countries, Interpersonal Communication, Language Attitudes, \*Language Planning, Language Research, Language Teachers, \*Language Variation, Lexicography, Minority Groups, Political Influences, Public Policy, Regional Characteristics, \*Regional Dialects, Standard Spoken Usage, Teacher Education

Identifiers—Language Contact, Malawi, \*South Africa, Swaziland, Zambia, Zimbabwe

Essays on English in South Africa and its neighboring countries include: "A History of English in South Africa" (Len Laham); "English in South African Society: A Preliminary Overview" (Bill Branford); "Black English in South Africa" (David Gough); "Language Contact, Transmission, Shift: South African Indian English" (Rajend Mesthrie); "Afrikaans English" (Susan Watermeyer); "Cape Flats English" (Karen Malan); "The Standardisation Question in Black South African English" (Laurence Wright); "English, the Constitution, and South Africa's Language Future" (Peter Titlestad); "English and Language Planning for South Africa: The Flip Side" (Victor Webb); "Lexicography for South African English" (Penny Silva); "Issues in English Language Teaching in Primary Schools" (Paul Walters); "Language Attitudes and Their Implications for the Teaching of English in the Eastern Cape" (Barbara Bosch, Vivian de Klerk); "Preparing Student Teachers To Teach English First

and Second Language" (Sarah Murray, Hennie van der Mescht); "English in Interpersonal Interaction in South Africa" (Keith J. Chick); "English in Swaziland: Form and Function" (Nkonko M. Kamwangamalu, Teresa Chisanga); "English in Zimbabwe, Zambia, and Malawi" (Josef Schmied). (MSE)

**ED 408 833**

FL 024 584

Schneider, Edgar W., Ed.

**Focus on the USA. Varieties of English Around the World, Volume 16.**

Report No.—ISBN-1-55619-447-1; ISSN-0172-7362

Pub Date—96

Note—374p.

Available from—John Benjamins North America, P.O. Box 27519, Philadelphia, PA 19118-0519.

Pub Type—Books (010) — Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors—Black Dialects, Child Language, Code Switching (Language), College Students, Community Characteristics, Comparative Analysis, Contrastive Linguistics, Creoles, Cubans, Cultural Context, Diachronic Linguistics, Elementary Secondary Education, \*English, \*English (Second Language), Ethnic Groups, Form Classes (Languages), Games, Grade 6, Grammar, Immigrants, Interpersonal Communication, Language Attitudes, Language Maintenance, \*Language Planning, Language Research, \*Language Role, Language Teachers, Language Usage, \*Language Variation, Lexicography, Minority Groups, Morphology (Languages), Neighborhoods, Public Policy, Reference Materials, Regional Characteristics, \*Regional Dialects, Sex Differences, Standard Spoken Usage, Teacher Education, Urban Areas

Identifiers—Islands, Michigan (Detroit), Ohio, \*United States

Essays on varieties of English in the United States include: "Research Trends in the Study of American English" (Edgar W. Schneider); "Piney Woods Southern" (Lee Pederson); "Foundations of American English" (William A. Kretschmar, Jr.); "The Comparability of Linguistic Atlas Records: The Case of LANCs an LAGS" (Lawrence M. Davis, Charles L. Houck); "Terms Used for Children's Games: Comparing DARE's Findings with Usage of Today's Youth" (Luanne von Schneidmeyer); "The Dialects of the Middle West" (Timothy C. Frazer); "Dialect Change and Maintenance in a Post-Insular Island Community" (Walt Wolfram, Natalie Schilling-Estes); "A Comparison of Variation Patterns of Variables Among Sixth Graders in an Ohio Community" (Erik R. Thomas); "Perceptions Within a Variable Paradigm: Black and White Detection and Identification Based on Speech" (John Baugh); "Sex-Based Differences in Language Choice in an African-American Neighborhood in Detroit" (Walter F. Edwards); "The English Competence of Cuban Exiles: The Case of Noun Pluralization" (Frank Maas); "What Was Verbal 's' in 19th Century African-American English?" (Michael Montgomery, Janet M. Fuller); "The Development of American Englishes: Some Questions from a Creole Genesis Perspective" (Salikoko S. Mufwene); "Historical and Contemporary Distribution of Double Modals in English" (Barbara A. Fennell, Ronald R. Butters); "American College Slang" (Connie Eble); and "Where the Worst English Is Spoken" (Dennis R. Preston). (MSE)

**ED 408 834**

FL 024 585

Chang, Suk-Jin

**Korean, London Oriental and African Language Library.**

Report No.—ISBN-1-55619-728-4; ISSN-1382-3485

Pub Date—96

Note—268p.

Available from—John Benjamins North America, P.O. Box 27519, Philadelphia, PA 19118-0519.

Pub Type—Books (010) — Reports - Evaluative (142)

**Document Not Available from EDRS.**

Descriptors—Discourse Analysis, Foreign Countries, Form Classes (Languages), \*Grammar,

\*Korean, Language Research, Linguistic Borrowing, Linguistic Theory, \*Morphology (Languages), Negative Forms (Language), \*Phonology, Pragmatics, Sentence Structure, \*Syntax, Uncommonly Taught Languages, \*Written Language

The grammar of the Korean language presented here is descriptive and structural, and does not align with any particular theory. An introductory chapter gives some background information about the language and related research. Subsequent chapters treat: writing and sound systems, including some sound rules and suprasegmental features; morphology (native and loan words, word structure, compounding, sound symbolism); word classes (nouns, pronouns, verbs, adjectives, adverbs, particles, interjections, phrases); sentences (structures, types, semantic roles, modification, word order, negation, passives and causatives, tense/aspect/mood); extended sentences (coordination and subordination, complex sentences, mixed sentences); and discourse (the sentence-discourse connection, speech acts, honorification, topic and focus, discourse references, discourse analysis). Contains 114 references. (MSE)

**ED 408 835**

FL 024 586

Vaux, Bert

**Armenian Plural Selection and the Nature of Lexical Syllabification.**

Pub Date—May 97

Note—21p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Armenian, Language Patterns, Language Research, Linguistic Theory, \*Morphology (Languages), \*Nouns, \*Phonology, \*Plurals, \*Syllables, Uncommonly Taught Languages

Patterns of plural selection in Armenian suggest that lexical representations of morphemes must include predictable syllabic structure, contrary to most theories of phonology, and that some phonological rules such as syllabification may precede morphological rules, contrary to the theory of distributed morphology. Furthermore, certain segments at the edges of morphological domains are not syllabified in lexical representations, and are syllabified at a later stage in the derivation. The findings are supported by analysis of, and accounts for, patterns in both Standard Eastern and Standard Western Armenian. Contains 11 references. (MSE)

**ED 408 836**

FL 024 587

Chiti-Batelli, Andrea

**Pour une politique de l'esperanto (Toward a Politics of Esperanto).**

Universal Esperanto Association, Rotterdam (Netherlands).

Report No.—ISSN-0165-2524

Pub Date—97

Note—27p.

Language—French

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Cultural Pluralism, Democratic Values, Diachronic Linguistics, Educational Planning, \*Esperanto, Foreign Countries, Futures (of Society), Language Attitudes, \*Language Planning, \*Language Role, Official Languages, \*Political Influences, Politics of Education

Identifiers—Europe

Two dangers to linguistic and cultural pluralism are examined: (1) that the growing power of the major national languages threatens the very existence of less commonly spoken languages, and (2) that the spread of English as a universal lingua franca threatens even the major national languages. Much attention is given to the first issue, but less to the second. The pattern is similar to that of Latin, which overtook other languages earlier in history primarily because of the political power behind it. It is proposed that Esperanto has a potentially major role in addressing this problem, particularly within the European Union, by both creating a common, democratic means of communication within the Union and stemming the rise of English. Research supporting the rationality and simplicity of Espe-

ranto, the ease with which it is learned, and the extent to which it facilitates the learning of other modern languages is reported. (MSE)

**ED 408 837** FL 024 591

Robbins, John E. And Others

**Foreign Languages and Interest in Global Business Courses and Careers.**

Pub Date—Mar 97

Note—8p.; Paper presented at the Annual Conference on Languages and Communication for World Business and the Professions (16th, Ypsilanti, MI, April 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Business Administration Education, Career Development, Careers, College Students, Educational Attitudes, Foreign Countries, \*International Trade, \*Language Attitudes, Second Language Learning, \*Second Languages, \*Student Attitudes, Student Characteristics, Surveys, Work Attitudes

A survey investigated the attitudes and preferences of business administration students concerning college courses in international business and job assignments abroad. Respondents were from 13 regional business schools, broadly distributed in the United States. All were public institutions. Questions elicited information about student characteristics (major, sex, class, country of citizenship), foreign travel, languages spoken, overseas work experience, number of international business courses already taken, interest in additional courses, feelings about a three-year assignment abroad, and feelings about a 30-day assignment abroad. Results indicate strong differences based on the number of languages spoken and all the dependent variables (international courses taken/planned, job assignment preferences), for the sample as a whole and for American students within it. Foreign students, in general, were very interested in international courses and career assignments, regardless of number of languages spoken. Implications are outlined for business curriculum and program design and for emphasis given to languages in the curriculum. Contains 21 references. (MSE)

**ED 408 838** FL 024 592

Terry, Robert M., Ed.

**Dimension '97: Addressing the Standards for Foreign Language Learning. Selected Proceedings of the Joint Conference of the Southern Conference on Language Teaching and the South Carolina Foreign Language Teachers' Association (Myrtle Beach, South Carolina).**

Southern Conference on Language Teaching.

Report No.—ISBN-1-883640-08-7

Pub Date—97

Note—129p.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Academic Persistence, \*Academic Standards, Articulation (Education), Communicative Competence (Languages), Course Organization, Cultural Awareness, \*Cultural Education, Educational Objectives, Educational Technology, Elementary Secondary Education, \*FLES, French, Futures (of Society), Higher Education, Language Teachers, Literature Appreciation, Second Language Instruction, Second Language Learning, \*Second Languages, Spanish, Student Placement, Student Recruitment, Teacher Education

Identifiers—Foreign Language Exploratory Program

Seven papers from the annual conference are presented. "Developing Tomorrow's Technology-Using Foreign Language Teachers: Where We Are, Where We Are Going" (Marjorie H. DeWert, Audrey Heining-Boynton) looks at whether language teachers are being trained to take full advantage of educational technology. "Foreign Language Placement in Postsecondary Institutions: Addressing the Problem" (Leona LeBlanc, Carolyn G. Lally) looks at student placement based on secondary school experience and related articulation

issues. "Pedagogy and the Emerging Spanish Canon" (Sheri Spain Long) focuses on integration of contemporary literary materials in language curricula. "A French Culture Course in English: Strategies and Resources" (Alice J. Strange) proposes encouraging students to embrace French culture by de-emphasizing language. "A Task-Based Communicative Approach in FLES" (Yoshihiro Tajima, Hiroko Spees), describes techniques in an elementary school program. "Vive le français!: Strategies for Recruiting and Retaining Students in French Classes" (Ellen Lorraine Friedrich, Lollie Barbare Eykyn, Barbara Owens McKeithan) discusses the strong role that French can play in general education, and methods for increasing student interest. "Small World Language and Culture for Children: FLEX and the New Standards" (Charlotte Blackmon, Lorene Pagcaliwagan) describes a successful K-3 foreign language exploratory program. (MSE)

**ED 408 839** FL 024 594

Centurion, Henry

**La literatura infantil en español en la clase bilingüe (Children's Literature in Spanish in the Bilingual Class).**

Pub Date—8 Feb 97

Note—10p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Albuquerque, NM, February 5-8, 1997).

Language—Spanish

Pub Type—Guides - Classroom - Teacher (052) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Bilingual Education, Child Language, \*Children's Literature, Class Activities, Diacritical Marking, Elementary Secondary Education, Fables, Foreign Countries, Games, Instructional Materials, Language Patterns, Language Rhythm, \*Latin American Literature, Media Selection, Poetry, \*Spanish, \*Spanish Literature, Story Telling, Vocabulary Development

Techniques for using children's rhymes, games, tongue twisters, and fables in Spanish to teach bilingual education classes are described. It is argued that these abundant materials serve as natural sources for authentic Spanish from a variety of Hispanic cultures. With the appeal of rhythm, rhyme, and game-like feeling, they can be used to teach expressive vocabulary, numbers, colors, pronunciation, language rhythm, and even the use of accents while amusing students. Examples given here include short poems, a counting game, a color drill, a tongue twister, a proverb, three fables by different authors, a group guessing game, a short saying about accents, and an exercise in which students in a group create a story by chaining sentences. (MSE)

**ED 408 840** FL 024 595

Byrnes, Mariagrazia

**L'Italiano tra le Note: The Value and Power of a Song.**

Pub Date—Nov 96

Note—35p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (30th, Philadelphia, PA, November 22-24, 1996).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Class Activities, Classroom Techniques, Educational Strategies, Higher Education, Homework, \*Italian, Music Activities, Music Appreciation, Poetry, Second Language Instruction, \*Second Languages, Secondary Education, \*Songs, Teaching Guides, Tests, Vocabulary Development

Identifiers—Minghi (Amedeo), Music Composers

A series of class exercises for Italian language instruction based on a song, "La Vita Mia" by Amedeo Minghi, is presented. The song was selected because of its rich literary content and appealing melody. Objectives, in-class activities, and homework assignments are outlined. In them, students listen to the song, discuss the relationship of poetry and song, learn about the singer-com-

poser, learn new vocabulary and use it in different contexts, learn terminology used to analyze poetry, use the song's content to write poems, solve a crossword puzzle based on the song's content, learn the words of the song, sing it, and watch a videotape of themselves in performance. The lyrics of six additional songs by Minghi are appended; two are translated into English. (MSE)

**ED 408 841** FL 024 596

Kite, Yuriko K. Nunan, David

**Development of Framework in K-12 Japanese as a Second Language.**

Pub Date—Nov 95

Note—17p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (21st, Nagoya, Japan, November 2-5, 1995).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Cultural Awareness, Curriculum Design, \*Curriculum Development, Educational Strategies, Elementary Secondary Education, Foreign Countries, \*Japanese, Program Design, Second Language Instruction, \*Second Languages

Identifiers—International Schools, \*Japan

The origins and design of a framework for Japanese second language instruction and curriculum development, created for use in international schools in Japan, are described. The effort was part of a Japanese Language Project undertaken by the Japanese Council for International Schools and funded by the Japanese Ministry of Education. The guiding principles included: integration of language forms and communicative functions; purposeful use of language; authentic language materials; priority of spoken language; incorporation of learning strategies as well as content; deliberate focus on form to support development of language use; cyclical and developmental introduction of language; support and enhancement of the learner's cognitive, affective, and cultural development; experiential content reflecting learner needs and interests; creation of connections between school and the world beyond, including skills for independent learning; learning opportunities reflecting learners' differences; reflection on and development of language within a Japanese cultural context; development of an understanding of the culture of the Japanese community; effort to increase friendship and cooperation with Japanese people; and deepened understanding of the learner's own language and culture. Contains 21 references. (MSE)

**ED 408 842** FL 024 597

Finney, Rachel Elaine

**Foreign Language Education in Elementary Schools: Revitalizing and Maintaining a Workable Program.**

Pub Date—Mar 96

Note—82p.; Senior Project, University of Tennessee at Martin.

Pub Type—Dissertations/Theses (040) — Opinion Papers (120) — Reports - Evaluative (142)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Articulation (Education), Audiolingual Methods, Curriculum Development, Educational History, \*Educational Needs, Elementary Education, \*FLES, Grammar Translation Method, Higher Education, Immersion Programs, Language Acquisition, Language Enrollment, Program Development, Second Language Instruction, \*Second Language Programs, \*Second Languages, Suggestopedia, Teacher Education, Teaching Methods

Identifiers—Direct Instruction, Input Hypothesis, Natural Approach (Languages), Total Physical Response

A discussion of foreign languages in elementary schools (FLES) includes both historical and current overviews of FLES in the United States and makes recommendations for development of FLES programs. The historical review looks at program design and methods during the 1950s and 1960s and the successes and failures of program types and



approaches. Examination of present conditions looks at the variety of teaching methodologies used and their outcomes, with some attention given to the way children acquire their first language and its implications for second language learning. Advantages and disadvantages of various methods (grammar-translation, audio-lingual, cognitive-code, direct, Natural Approach, Input Hypothesis, Suggestopedia, Total Physical Response) are explored. It is concluded that salient needs include: community and administrative program support; expansion of immersion programs; expansion of languages offered; teacher training; development of technology use; better articulation across grade levels; and additional research. Contains 33 references. (MSE)

**ED 408 843** FL 024 598

Oller, D. Kimbrough and Others

**Educational Implications of Early Bilingualism: A Review of Recent Results.**

Spons Agency—National Institutes of Health (DHHS), Bethesda, Md.

Pub Date—[97]

Contract—NIH/NICHD-R01-HD30762

Note—34p.: Paper presented at the American Association for the Advancement of Science (Atlanta, GA, February 1995).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, \*Age Differences, \*Bilingualism, Elementary Education, English (Second Language), Higher Education, Language Maintenance, Language Research, \*Language Role, Language Skill Acquisition, Monolingualism, Preschool Education, Second Language Learning, \*Spanish Speaking, \*Student Characteristics

Identifiers—University of Miami FL

At the University of Miami, the Bilingual Study Group has been evaluating linguistic and academic performance of children from a broad spectrum of socioeconomic status who appear to be well-matched across bilingual and monolingual groups. Because the studies vary in the degree of exposure to English and Spanish among bilingual subjects who are compared with monolinguals, the outcomes are complex. On the whole, research results emphasize advantages of bilingualism because they show that in most cases of appropriate comparison, children learning two languages simultaneously acquire the ability to function effectively in two cultures. Competent function in two languages also commonly occurs with sequential learners, children who learn one language at home (L1) and begin to acquire a second language (L2) early in life. This research and research from other laboratories suggest that when poor linguistic or academic performance does occur in bilinguals, it may be associated with what has been subtractive sequential learning, a circumstance where L2 largely replaces L1; knowledge of L1 is allowed to wane, and the learner may never acquire native competence in L2. A preferable approach is one in which competence in L1 is maintained while L2 is acquired. (Author/MSE)

**ED 408 844** FL 024 600

Ernest, Harishini M. Gonzalez, Rosa Maria

**Sanchez and Metz Elementary Schools: Dos Idiomas, Un Mundo. Dual Language Project. Title VII First-Year Evaluation Report, 1995-96.**

Austin Independent School District, TX. Dept. of Accountability, Student Services, and Research.

Pub Date—Sep 96

Note—45p.

Pub Type—Reports - Evaluative (142)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, Achievement Gains, Administrative Policy, Affective Objectives, \*Bilingual Education Programs, Elementary Education, \*English (Second Language), Federal Aid, \*Limited English Speaking, Literacy Education, Mathematics Instruction, Outreach Programs, Parent Attitudes, Parent Participation, Program Effectiveness, Program Evaluation, Reading In-

struction, Spanish, \*Spanish Speaking, Student Attitudes, Surveys

Identifiers—\*Austin Independent School District TX, \*Two Way Bilingual Education

The first-year evaluation of a two-way Spanish/English bilingual education program at two Austin (Texas) elementary schools is presented. The developmental program has as its objectives the development of students' oral proficiency in Spanish and English, development of grade-level appropriate literacy in both languages, increase in academic achievement in reading, language, and mathematics, and changed attitudes toward bilingualism among students, parents, community, and staff. Baseline data were collected during the 1995-96 school year on the first cohort of 600 students in grades pre-K through 3. The report details program characteristics, the student population, baseline data corresponding to each of the objectives, and additional program services and policies. The latter include staff training and opportunities, parent outreach efforts, the parent advisory council, policy concerning parent refusals, development and administration of bilingual attitudinal questionnaires, a teacher professional survey, and project management findings. Long-term evaluation plans and project recommendations based on the first-year survey are also included. Contains 22 references and 16 tables. (MSE)

**ED 408 845** FL 024 603

Laufer, Julie Ann

**Refusal Strategies of Native Spanish Speakers in Spanish and in English and of Native English Speakers in English.**

Pub Date—Mar 97

Note—39p.: Paper presented at the Annual Meeting of the Teachers English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Comparative Analysis, Contrastive Linguistics, English, \*English (Second Language), Language Patterns, Language Research, Language Usage, \*Native Speakers, \*Pragmatics, \*Second Languages, \*Spanish, \*Spanish Speaking

Identifiers—\*Refusals

A study analyzed patterns in one speech act, that of refusal, in 60 native English speakers (responding in English only) and 120 native Spanish speakers (60 responding in English and 60 in Spanish). Native English speakers were college students in the United States and Spanish speakers were students in Spain. A questionnaire was used to elicit refusals for 20 situations. Data were also gathered concerning the subjects' age, gender, level of education attained, and country of origin. Analysis of the responses resulted in a taxonomy of 43 refusal strategies. Results indicate the three groups had different refusal patterns. In some cases, Spanish speakers refused similarly in Spanish (SS) and English (SE) but differently from English speakers (EE), suggesting pragmatic transfer in the SE group. However, it was also found that in some cases the refusal strategies of SEs approximated those of the EEs, and in other cases the SE strategies were different from both other groups. In addition, it was found that all three groups used different refusal strategies in refusals for moral, educational, social, financial, and physical reasons. (Author/MSE)

**ED 408 846** FL 024 604

Auger, Julie Rose, Yvan

**Explorations du lexique (Explorations in Lexicon). Publication B-208.**

International Center for Research on Language

Planning, Quebec (Quebec).

Report No.—ISBN-2-89219-261-7

Pub Date—97

Note—322p.

Language—French

Pub Type—Books (010) — Collected Works - General (020)

**EDRS Price — MF01/PC13 Plus Postage.**

Descriptors—American Indians, \*Bilingualism, Child Language, Code Switching (Language), Contrastive Linguistics, Dictionaries, English, Food, Foreign Countries, French, Interlanguage, Language Research, Language Role, Language Usage, \*Languages for Special Purposes, Linguistic Borrowing, Linguistic Theory, Morphology (Languages), Phonology, \*Pragmatics, Pronunciation, Regional Dialects, \*Semantics, Sociocultural Patterns, Sociolinguistics, Translation, Verbs, \*Vocabulary, \*Vocabulary Development

Identifiers—Armenia, Canada, French (Cajun), \*French (Canadian), Kinyarwanda

Essays on lexicon and vocabulary development, all in French, address these topics: bilingual lexicon in the context of translation; lexical and conceptual representation in bilinguals; pronouns in "existential" constructions in French and English; configurational functions within grammar; Gustaf Stern's diachronic semantic schema; the semantic categories of "event" and "action"; pragmatic connectors as indices of linguistic development of 5- to 11-year-olds; vocabulary needed by entering university students; disparate lexicalization in a minority context; semantic patterns in Montreal (Canada) anglophones and francophones; "francismes" in Canadian usage; English borrowing in Cajun French; computerized context analysis of English loan words in Canadian French; bilingual code-switching in an Armenian/French contact situation; Amerindianisms in Canadian French; phonemic preservation in the adaptation of loan words; English phonemes in Quebec (Canada) French; pronunciation of English loan words in Quebec French, particularly among anglophones; phonology and morphology in French loans to Kinyarwanda; phenomena related to new technical terms before they appear in the dictionary; criteria for selection of terms for a bilingual dictionary; inventory of food-related vocabulary; adaptation of French children's dictionaries for use in Quebec; and characteristics of sociopolitical vocabulary in Quebec. Each chapter contains references. (MSE)

**ED 408 847** FL 024 605

**Handbook on Planning for Limited English**

**Proficient (LEP) Student Success.**

Colorado State Dept. of Education, Denver.

Pub Date—Mar 97

Note—126p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01/PC06 Plus Postage.**

Descriptors—\*Academic Achievement, Accreditation (Institutions), \*Compliance (Legal), Educational Planning, Elementary Secondary Education, \*English (Second Language), Federal Regulation, Gifted, Inservice Teacher Education, Language Role, Legal Problems, \*Limited English Speaking, Native Language Instruction, Organizational Communication, Professional Development, Program Administration, \*Program Implementation, School Districts, School Responsibility, Second Language Instruction, Special Education, State Regulation, Statewide Planning, Teaching Methods

Identifiers—\*Colorado

The handbook is designed to help Colorado school systems address the linguistic and educational needs of limited-English-proficient (LEP) students and to provide administrators, school boards members, and educators with resources for understanding state and federal requirements. It is intended to help design and establish local policies and practices, design and implement instructional programs, support teacher and staff professional development, maintain sound coordination and communication practices, and evaluate their efforts to educate LEP students. Chapters: define key terms and acronyms and offer a historical perspective on issues leading to the handbook's development; out-

line legal and judicial mandates concerning the education of LEP students; discuss mandates with a direct bearing on assuring equity and educational opportunity; discuss development of instructional strategies to meet LEP students' linguistic needs; suggest processes for LEP student identification, assessment, service delivery, placement review, and reclassification/exit; discuss instructional strategies and methods for content-area and bilingual/English-as-a-Second-Language (ESL) teachers; examine staff development at all levels and teacher certification issues; offer ideas on coordination with federal programs, state initiatives, and local resources; and outline program evaluation procedures. Resource information is appended. Contains 59 references. (MSE)

**ED 408 848** FL 024 607

Huang, Shwu-yong L. And Others

**Classroom Instruction, Home Language, and English Acquisition of Secondary Bilingual Students.**

Pub Date—Mar 97

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Bilingual Education, \*Bilingualism, Classroom Environment, Classroom Techniques, \*English (Second Language), \*Family Environment, Hispanic Americans, Instructional Effectiveness, Interaction, \*Language Role, Second Language Instruction, Second Language Learning, Secondary Education, \*Spanish Speaking, \*Teacher Behavior, Teacher Student Relationship

Identifiers—Hispanic American Students

A study investigated the effects of home language and some bilingual instructional practices on language minority or bilingual secondary students' learning of English as a second language. Subjects were 17 teachers and their students from 12 secondary schools in an urban school district with a high Hispanic enrollment. Teachers were observed for their interaction with students or others, settings in which the interactions occurred, purpose of the interaction, and specific behavior. Each was observed for 10 30-second intervals 2 separate times. Students' English skills were pre- and post-tested using a standardized proficiency test and a locally-produced Spanish literacy test. Analysis of results indicates that, in general, cognitive processes in the bilingual classroom are teacher-centered, and peer group support in learning English was not emphasized. Teachers rarely placed students in pairs or small groups. It was also found that students' existing home language skills affected English achievement, as did some instructional strategies such as encouragement of self-management. It is concluded that first language skills should not be overlooked as an important foundation for second language learning, and that teachers should encourage students to manage their own learning. Contains 18 references. (MSE)

**ED 408 849** FL 024 608

Mufarej, Selene Zocchio Abrahamsohn, Maureen Ali-sam

**Deconstruction for Reconstruction as a Way to Better Writing.**

Pub Date—12 Mar 97

Note—18p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Class Activities, Classroom Techniques, \*Discourse Analysis, Educational Strategies, \*English (Second Language), Foreign Countries, Intermediate Grades, Junior High Schools, Second Language Instruction, \*Sen-

tence Structure, Writing Exercises, \*Writing Instruction, \*Writing Processes

Identifiers—\*Deconstruction

Deconstruction for reconstruction is a classroom teaching technique designed to help students improve writing skills. The objective is to write natural expanded sentences that fit in a cohesive paragraph. The technique evolved from observation of many intermediate and upper-intermediate students of English as a Second Language for whom writing organized, coherent texts with fully developed sentences was difficult. Deconstruction activities have students break down faulty sentences or paragraphs into a group of kernel sentences, then reorganize and combine them to form a single expanded sentence. Choice of text depends on the activity's purpose in the overall lesson or course plan, whether focusing on grammar or organization. General guidelines are offered for preparing such an exercise and for classroom implementation. Examples are provided of deconstruction of a native English speaker's narrative description, an original student text that has been revised, a native speaker's descriptive text, and a student text with problems. It is noted from experience that several exercises are needed to produce results, students respond positively to the experience, and the technique has been effective with intermediate and upper-intermediate level learners. Student comments, teacher comments, and student writing samples are included. (MSE)

**ED 408 850** FL 024 610

Zehr, Stanley J.

**The Expression of the Instrumental Case in**

**English, Hungarian, Kongo, and Nepali.**

Pub Date—Jun 97

Note—23p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Bantu Languages, Comparative Analysis, Contrastive Linguistics, English, Foreign Countries, Form Classes (Languages), \*Hungarian, \*Kituba, \*Language Patterns, Language Research, Linguistic Theory, \*Nepali, \*Semantics, Translation, \*Uncommonly Taught Languages

An analysis of the instrumental case in four languages (English, Hungarian, Kongo, and Nepali) compares expressions of each of the deep cases of instrumentality (tool, body part, material, and force) in each language. Observations are based on a translation exercise given to native speakers of the languages and on follow-up interviews. The translation sentences included: "she caught the fish with a net"; "he hit the bird with a stone"; "they guarded their house with dogs"; "she cut the string with her teeth"; he paid for the meal with cash"; "the sun filled the room with light"; "he plowed the field with a horse"; "they traveled by plane"; "he made the furniture with wood"; "they put out the fire with water and dirt"; and "they farmed the land with slaves." It was found that instrumentality was manifested in a wide variety of ways, sometimes comparable to other languages and sometimes not. (MSE)

**ED 408 851** FL 024 611

Browne, Charles Poulshock, Joseph

**The Wonder of Language.**

Pub Date—96

Note—12p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (22nd, Japan, November 1996).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classroom Techniques, Educational Strategies, Foreign Countries, \*Intelligence, \*Language Patterns, \*Language Processing, \*Language Role, Linguistic Theory, Second Language Instruction, \*Second Languages

The phenomenon of language is discussed and suggestions are made for using its unique aspects to enhance classroom second language teaching and learning. Five main points are made about language: (1) it differs in kind, not simply in degree, from other species' communicative behaviors; (2) the wonder of human language is rivaled by only

one other representative system, the biological language of DNA; (3) human intelligence manifested in language, much like genetic processes, enables humans to connect the realm of facts and experience with that of concepts and propositions; (4) human intelligence and language capacity reveal representational powers and other characteristics that demonstrate that mind and language cannot be understood in material terms; and (5) these factors should affect the way teachers choose the methods, content, and language they use in the classroom. Contains 12 references. (MSE)

**ED 408 852** FL 024 614

Kennedy, Dora F.

**Bidialectalism vis-a-vis Bilingualism, with Specific Reference to Black English (and Application to Early Reading).**

Pub Date—Dec 73

Note—68p.; Course paper for University of Maryland Course EDHD-722.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Bidialectalism, \*Bilingualism, Child Language, Classroom Techniques, Comparative Analysis, Contrastive Linguistics, Dialects, Elementary Education, Language Research, \*Language Role, Language Usage, Linguistic Theory, North American English, Reading Instruction, \*Standard Spoken Usage, Theory Practice Relationship

A discussion of bidialectalism looks at whether it is analogous to bilingualism, particularly in the case of young speakers of Black English, and how this and related considerations may inform reading instruction. Theory and research concerning dialects and bidialectalism, bilingualism and its various types, and linguistic competence and performance are reviewed briefly, and the theories of transformational grammar and language universals are applied comparatively to Black English and standard spoken English. Subsequently, issues in the teaching of standard English to speakers of other dialects are considered, drawing on relevant research literature concerning this and other bidialectal contexts. Four recommendations are made for reading instruction: (1) greater individualization in the approach to beginning reading to accommodate children's different degree and type of mismatch between standard usage and dialect; (2) recording and analysis of the informal speech of each child during the pre-reading phase; (3) teacher training to include some information about North American English dialects, sociolinguistics and language varieties, varied reading instruction techniques including some from second language instruction, and affective training concerning language varieties; and (4) use of recorded materials in which the child reads the text as he listens. Contains 89 references. (MSE)

**ED 408 853** FL 024 615

Daniel, Larry G. Wita, E. Lea

**Implications for Teaching Graduate Students Correct Terminology for Discussing Validity and Reliability Based on a Content Analysis of Three Social Science Measurement Journals.**

Pub Date—Mar 97

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Graduate Students, Graduate Study, Higher Education, Language Role, Language Usage, \*Research Methodology, \*Research Problems, Scholarly Journals, \*Social Sciences, \*Test Reliability, \*Test Validity, \*Vocabulary Development

Although reliability and validity are characteristics of test data, social scientists often attribute reliability and validity erroneously to the tests themselves. To determine the extent to which this problem exists, 150 reliability and validity studies selected from 3 prominent social science measurement journals over a 3-year period were analyzed for common errors in terminology and categorized

according to methodology types used in assessing reliability and validity. Results indicate over 50 percent of the articles contained more than one inappropriate statement concerning reliability or validity. It is suggested that professional journal reviewers and editors could improve research practice by catching and correcting a larger percentage of these errors. In the educational research classroom, it is recommended that teachers emphasize that reliability and validity are properties of data, model correct language about score characteristics while discussing reliability and validity in the presence of their students, and correct students' inappropriate use of language. Study data are appended. Contains 12 references. (MSE)

**ED 408 854** FL 024 616

van Dijk, Teun A., Ed.

**Discourse as Social Interaction. Discourse Studies: A Multidisciplinary Introduction. Volume 2.**

Report No.—ISBN-0-8039-7847-2

Pub Date—97

Note—336p.

Available from—SAGE Publications Inc., 2455 Teller Road, Thousand Oaks, CA 91320 (Paperback: ISBN-0-8039-7847-2; Hardback: ISBN-0-8039-7846-4).

Pub Type—Books (010) — Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors—Cultural Context, Dialogs (Language), \*Discourse Analysis, Ethnicity, Foreign Countries, \*Interpersonal Communication, Language Research, \*Language Role, Language Usage, \*Organizational Communication, Political Influences, Politics, Pragmatics, Racial Bias, Sex Differences, \*Sociocultural Patterns

The collection of essays on discourse as a form of social interaction includes: "Discourse as Interaction in Society" (Teun A. van Dijk); "Discourse Pragmatics" (Shoshana Blum-Kulka); "Conversation Analysis: An Approach to the Study of Social Action as Sense Making Practices" (Anita Pomerantz, B. J. Fehr); "Institutional Dialogue" (Paul Drew, Marja-Leena Sorjonen); "Gender in Discourse" (Candace West, Michelle M. Lazar, Cheris Kramarae); "Discourse, Ethnicity, Culture and Racism" (Teun A. van Dijk, Stella Ting-Toomey, Geneva Smitherman, Denise Troutman); "Organizational Discourse" (Dennis K. Mumby, Robin P. Clair); "Discourse and Politics" (Paul Chilton, Christina Schaffner); "Discourse and Culture" (Cliff Goddard, Anna Wierzbicka); "Critical Discourse Analysis" (Norman Fairclough, Ruth Wodak); and "Applied Discourse Analysis" (Britt-Louise Gunnarsson). Contents are indexed. (MSE)

**ED 408 855** FL 024 621

Papapavlou, Andreas N.

**Attitudes Towards Modifications in the Orthographic Representation of Modern Greek.**

Pub Date—Apr 97

Note—21p.; Paper presented at an International Symposium on Theoretical and Applied Linguistics (11th, Thessaloniki, Greece, April 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classical Languages, College Students, Diachronic Linguistics, Etymology, Foreign Countries, \*Greek, Higher Education, \*Language Attitudes, Language Research, \*Language Role, Linguistic Theory, Modern Languages, \*Orthographic Symbols, Questionnaires, Reading Comprehension, Second Language Learning, Second Languages, Semantics, Uncommonly Taught Languages, \*Written Language

Identifiers—University of Cyprus

A survey investigated the attitudes of educated Greeks about possible modifications in the orthographic representation of written Greek. Subjects were 82 students enrolled in the Bachelor of Arts program in English Language and Literature offered at the University of Cyprus. The subjects were administered a 20-item Likert-type question-

naire measuring attitudes toward a hypothetical orthographic reform scheme and how it may affect reading comprehension, the "character" of the language, the structure and semantics of the language, its acquisition by native and nonnative speakers, and Greek thinking and national identity. The proposed language changes included retention of several orthographic symbols and elimination of a number of others. Results indicate the respondents' concerns, in declining order, were related to the difficulties that such a reformation would create in finding the "etymology" of many Greek words. They point out the difficulties that will be created in distinguishing between pairs of words. Participants also were concerned that the historical continuity or the link between ancient and modern Greek would be lost. Other concerns were the expenses involved in reprinting older books, effect on the language's character, distinguishing between loan words and authentic Greek words, and the effect on Greek national identity and linguistic identity. They did feel the new system would remove obstacles to the learning of Greek by foreigners. Contains nine references. (MSE)

**ED 408 856** FL 024 624

Hall, Stephen

**Integrating Pronunciation for Fluency in Presentation Skills.**

Pub Date—Mar 97

Note—14p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).

Pub Type—Information Analyses (070) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classroom Techniques, \*English (Second Language), Foreign Countries, Language Fluency, Mutual Intelligibility, \*Pronunciation Instruction, \*Public Speaking, Second Language Instruction, Speech Communication, \*Speech Skills, \*Suprasegmentals

Pronunciation teaching of the segmental aspects needs to be balanced with the inclusion of learner awareness of stress, rhythm, intonation and meaningful production. Yet many formats for pronunciation teaching do not place these skills and an awareness of the suprasegmental features in either a communicative format or a specific speaking situation. Learners' reasons for improving pronunciation may, however, be quite specific. For many ESL and EFL learners skillful pronunciation is linked with effective presentation in an international context of developing globalization. The paper presents a case for the application of pronunciation development to the needs of learners who are undertaking presentation skills courses or speech communication training. A range of pronunciation skills applicable to presentation speaking courses are presented within a framework of integrating accuracy skills with fluency development. Evidence of the importance of the links between suprasegmental awareness and production is discussed. Secondly, the practical application of speech production approaches will be linked to the growing marketplace demand for presentation skills in both EFL and ESL situations. (Author)

**ED 408 857** FL 024 625

Halmari, Helena

**Government and Codeswitching: Explaining American Finnish.**

Report No.—ISBN-1-55619-546-X; ISSN-0928-1533

Pub Date—97

Note—292p.

Available from—John Benjamins North America, P.O. Box 27519, Philadelphia, PA 19118-0519.

Pub Type—Books (010) — Reports - Evaluative (142)

**Document Not Available from EDRS.**

Descriptors—\*Bilingualism, \*Code Switching (Language), Contrastive Linguistics, \*Finnish, Grammar, \*Language Patterns, Language Research, Language Usage, \*Language Variation,

Linguistic Borrowing, Linguistic Theory, Syntax, Uncommonly Taught Languages

A study of codeswitching patterns in American speakers of Finnish, primarily at the syntactic level, is presented. Subjects are 21 Finnish-English bilinguals aged 8 to 91 years, whose speech in naturally occurring speech situations was recorded and analyzed for intrasentential codeswitching. The analysis looked at (1) how much codeswitching could be explained within the framework of universal grammar, especially the principle of government; (2) how earlier proposed views on codeswitching constraints might be unified; (3) the distinction between codeswitching and borrowing; and (4) prediction of codeswitching patterns in typologically different languages, beginning with Finnish and English and extending to other languages. It is concluded that claims to absolute universality of grammatical constraints have failed, not because the claims have not been insightful but because languages differ in the internal structure of their grammars and syntactic constraints may be overridden by sociolinguistic or other factors. Contents are indexed. Contains 213 references. (MSE)

**ED 408 858** FL 024 626

Crawford, James

**Best Evidence: Research Foundations of the Bilingual Education Act. NCBE Report.**

National Clearinghouse for Bilingual Education, Washington, DC.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—Mar 97

Contract—T295005001

Note—78p.

Available from—NCBE, 1118 22nd Street N.W., Washington, DC 20037; world wide web: <http://www.ncbe.gwu.edu>

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Academic Standards, Alaska Natives, American Indians, \*Bilingual Education, Bilingualism, Cultural Pluralism, Data Collection, Educational Improvement, Educational Objectives, Educational Resources, Educational Technology, Elementary Secondary Education, Equal Education, \*Federal Legislation, Higher Education, \*Language Research, \*Language Role, \*Limited English Speaking, Objectives, Parent Participation, Poverty, Program Evaluation, Research Methodology, Teacher Education

Identifiers—\*Improving Americas Schools Act 1994 Title VII

Current research literature on the education of language minority students in the United States is reviewed as it relates to the Bilingual Education Act of 1994 (Title VII of the Improving America's Schools Act). The review specifically examines these areas of concern: language diversity in the United States; limited English skills, poverty, and education; challenges for limited-English-proficient (LEP) students; the special status of Native Americans; teacher training and the role of higher education institutions; Title VII instructional programs; promoting high standards and bilingual skills; the national need for language resources; educational technology and LEP students; parent involvement; improving research, evaluation, and data collection; goals of the Title VII program; Title VII and equal educational opportunity; and capacity-building for language-minority education. Contains a glossary and 124 references. (MSE)

**ED 408 859** FL 024 629

Patz, Martin, Ed.

**Language Choices: Conditions, Constraints, and Consequences. Impact Studies in Language and Society.**

Pub Date—97

Note—452p.

Available from—John Benjamins North America,



P.O. Box 27519, Philadelphia, PA 19118-0519.  
Pub Type—Books (010) — Collected Works - General (020) — Reports - Evaluative (142)

#### Document Not Available from EDRS.

Descriptors—Arabic, Child Language, \*Code Switching (Language), Creoles, Diachronic Linguistics, Diglossia, English, Ethnicity, Ethnography, Foreign Countries, German, Language Attitudes, Language Patterns, \*Language Planning, \*Language Processing, Language Research, \*Language Role, Language Tests, Language Usage, Language Variation, Languages, Linguistic Borrowing, Linguistic Theory, \*Multilingualism, Nationalism, Public Policy, Regional Dialects, Research Methodology, Uncommonly Taught Languages, Urban Areas

Identifiers—\*Language Contact

The collection of essays on language contact and language conflict includes: "Language Choices: Contact and Conflict?" (Martin Putz); "Language Ecology: Contact Without Conflict" (Peter Muhlhauser); "Towards a Dynamic View of Multilingualism" (Ulrike Jessner); "A Matter of Choice" (Florin Coumas); "The Choice of Linguae Francae in Trilingual Environments in Africa" (Helma Pasch); "Towards an Ethnography of Language Shift: Goals and Methods" (Gabriele Sommer); "Language Shift and Sentence Processing in Moroccan Arabic" (Abderrahman El Aissati); "Is Airbagging Hip or Mega-Out? A New Dictionary of Anglicisms" (Manfred Gorchach); "Lessons for Europe from Language Policy in Australia" (Robert Phillipson, Tove Skutnabb-Kangas); "National-Variety Purism in the National Centers of the German Language" (Ulrich Ammon); "Towards a Plurilingual Urban Environment: Language Policy and Language Planning in Brussels" (Roland Willems); "Double Allegiance Between Nationalism and Western Modernization in Language Choice: The Case of Botswana and Tanzania" (Herman M. Batibo); "An Evaluative Account of Ethiopia's New Language Policy" (Matthias Brenzinger); "Looking at Means and Ends in Language Policy in Namibia" (Brian Harlech-Jones); "Language Assessment Tools: Uses and Limitations" (Eugene H. Casad); "An Ethnographic Method for Studying Attitudes Towards Child Language" (Annick De Houwer, Wolfgang Wolck); "Language Attitudes in Switzerland: French and German Along the Language Border" (Sonia Weil, Hansjakob Schneider); "Communication in the Alemannic Area: Language Use and Attitudes in Colmar and Freiburg" (Helga Bister-Brösen); "Language Attitudes and the Linguistic Construction of Ethnic Identity: The Case of Krio in Sierra Leone" (Rebecca Ehret); "Contacts and Conflicts—Perspectives from Code-Switching Research" (Carol Plaff); "Code-Switching Processes: Alternation, Insertion, Congruent Lexicalization" (Pieter Muysken); and "I'll Meet You Halfway with Language": Code-Switching Within a South African Urban Context" (Rosale Finlayson, Sarah Slabbert). (MSE)

**ED 408 860** FL 024 631

Chen, Hongyin Julie

#### Cross-Cultural Comparison of English and Chinese Metapragmatics in Refusal.

Pub Date—Aug 96

Note—211p.; Submitted in partial fulfillment of the degree requirement for Doctor of Philosophy, Indiana University.

Pub Type—Dissertations/Theses (040) — Reports - Research (143)

#### EDRS Price — MF01/PC09 Plus Postage.

Descriptors—Attitudes, \*Chinese, Comparative Analysis, Contrastive Linguistics, Cross Cultural Studies, Cultural Context, English, \*English (Second Language), \*Language Patterns, Language Research, Native Speakers, \*Pragmatics, \*Second Languages, \*Sociocultural Patterns, Speech Acts

Identifiers—\*Refusals

A study exploring native English-speakers' and advanced Chinese English-as-a-Second-Language (ESL) learners' beliefs about how a face-threatening speech act, refusal, should be expressed is reported. The two major research questions of the study were: how native speakers of English and Chinese English as a Foreign Language (EFL) dif-

fer in their estimations of what is pragmatically appropriate for refusal; and what patterns, characteristics, attitudes, or beliefs are embedded in the differences. Three types of data were gathered: naturally-occurring refusals in daily conversation; data from a discourse completion task; and information from a metapragmatic judgment task. Subjects for the latter two data types were 26 graduate students, native English speakers of English and non-native speakers of varying linguistic backgrounds. Results suggest that, asserting individuality and stressing the linguistic function of the speech act, the native speakers considered truthfulness, directness, clarity, and effectiveness as the most important, whereas valuing social interaction and solidarity, the ESL learners were more concerned about being direct, preserving face, and avoiding embarrassment. Differences are attributed to the high or low pragmatic context of the speech community, positive or negative face addressed, and the level at which communication occurred. Implications for ESL learning are noted. Contains 81 references. (MSE)

**ED 408 861** FL 024 632

Cooper, Thomas C. Miller, Valerie

#### Parents as Teachers: The Development of a Parent Involvement Model for Teaching Chinese, Japanese, and Korean in the Elementary School.

Pub Date—[97]

Note—30p.; Paper presented at the Northeast Conference on the Teaching of Foreign Languages (1997). Related Videotapes not available from EDRS.

Available from—Department of Language Education, Aderhold Hall R. 125, The University of Georgia, Athens, GA 30602; Attention: T. Cooper (videotapes available to schools).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

#### EDRS Price — MF01/PC02 Plus Postage.

Descriptors—\*Chinese, Elementary Education, \*Heritage Education, \*Japanese, \*Korean, \*Native Language Instruction, \*Parent Participation, Second Language Instruction, Second Languages, Uncommonly Taught Languages

A study was undertaken to develop an innovative model for introducing elementary school children to the critical, less commonly taught languages of Chinese, Japanese, and Korean by using international parents as teachers. A three-step plan was implemented over the period of a school year: (1) native speakers who were doctoral students in language education, established and taught Chinese, Japanese, and Korean classes in the fall; (2) language classes were professionally videotaped and the tapes used to train parent volunteers; and (3) parents attended training seminars so they could take over the classes gradually. The study examined which teaching techniques and activities were most effective in promoting language learning, students' attitudes toward learning a foreign language and culture, student achievement, and the international parents' attitudes toward the teaching experience in an American school. Results are outlined and implications for international parent involvement in language teaching are discussed briefly. Appended materials include a videotape viewing checklist, sample student group interview questions concerning the language learning experience, categories and examples for coding teaching techniques on the videotapes, and class schedules and student characteristics. Contains 18 references. (MSE)

**ED 408 862** FL 024 633

Klesner, Harold

#### Development of ESL Achievement Criteria as a Function of Age and Length of Residence in Canada. E.S.L. Achievement Project.

North York Board of Education (Ontario).

Report No.—ISBN-1-55000-434-4

Pub Date—Sep 93

Note—131p.; A Special Leave Project.

Pub Type—Reports - Descriptive (141)

#### EDRS Price — MF01/PC06 Plus Postage.

Descriptors—Academic Achievement, Age Differences, \*English (Second Language), \*Evaluation Criteria, Foreign Countries, \*Immigrants,

Intermediate Grades, Junior High Schools, \*Language Skills, \*Language Tests, \*Norms, Second Language Instruction, Student Evaluation

Identifiers—Canada, Length of Residence, \*Ontario

A Canadian study examined the feasibility of establishing achievement criteria for English-as-a-Second-Language (ESL) students based on their age and length of residence (LOR) in Canada. Such criteria would permit comparisons between the academic and linguistic development of ESL students and that of both Canadian-born, English-speaking students and other ESL students of similar age and LOR. Subjects were 285 ESL students and 43 comparison students, all 12 years old. ESL students were from 38 languages groups and 53 countries of origin, and had lived in Canada 6 months to 6 years. Seven LOR categories were established. Academic/linguistic development of all students was assessed using tests and teacher ratings. Additional information was gathered from student records and parent/guardian interviews. Results suggest it is feasible to establish achievement criteria based on age and LOR. However, English language assessment instruments should be selected carefully. A number of appropriate tests are identified. Achievement patterns found in the assessments are also noted. The study also revealed patterns in the way teachers perceive and assess student progress. Parent/guardian interviews provided information about student background, parental attitudes about their children's linguistic progress, and student characteristics and background variables influencing student achievement. Contains 48 references. (MSE)

**ED 408 863** FL 801 165

#### The Connector, 1996.

Center for Applied Linguistics, Washington, D.C. Spons Agency—Andrew W. Mellon Foundation, New York, N.Y.

Pub Date—96

Note—26p.; A publication of the Project in Adult Immigrant Education.

Available from—Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037.

Journal Cit—Connector; n4-7 1996

Pub Type—Collected Works - Serials (022)

#### EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Adult Education, Community Colleges, Curriculum Development, Education Work Relationship, \*English (Second Language), Evaluation Criteria, \*Immigrants, In-plant Programs, Job Skills, Language Role, Language Skills, \*Literacy Education, Manufacturing Industry, Program Descriptions, Program Effectiveness, Program Evaluation, Quality Control, \*Relevance (Education), \*Vocational English (Second Language), \*Workplace Literacy

Identifiers—El Paso Community College TX, Pima County Adult Education AZ, \*Secretaries Comm on Achieving Necessary Skills

Four newsletter issues address aspects of adult immigrant education for employment. The first focuses on the manufacturing industry, with articles describing a Pima County Adult Education (Arizona) program concerning quality standards, an El Paso Community College (Texas) program for employees of companies in transition, and survey results on selling workplace English-as-a-Second-Language (ESL) programs to employers and employees. The second issue highlights school-to-work (STW) and vocational ESL instruction, including inclusion of bilingual/ESL students in STW programs and use of the SCANS (Secretary's Commission on Achieving Necessary Skills) skills to prepare students for employment. The third issue concerns identifying the impact of workplace education programs, including articles on use of the "return on investment" concept to provide program data meaningful to businesses, the multiple perspectives (company, employee, union, educator) on workplace education, and a literacy audit process that customizes programs for both employers and employees. The fourth issue concerns making instruction relevant to the workplace, with articles on a program using holistic instructional methods,

workplace materials, and broad-based participation by stakeholders; how to help learners transfer skills to the workplace; and incorporation of the SCANS skills into instruction. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

**ED 408 864** FL 801 167

**Teaching Adults: An ESL Resource Book.**

Laubach Literacy International, Syracuse, NY.

Report No.—ISBN-1-56420-130-9

Pub Date—96

Note—177p.

Available from—New Readers Press, Laubach Literacy International, Box 131, Syracuse, NY 13210-0131; phone: 800-448-8878 (\$12.00).

Pub Type—Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—Acculturation, \*Adult Education, Adult Learning, \*Adult Students, Class Activities, Classroom Techniques, Communicative Competence (Languages), \*Cultural Awareness, Dialogs (Language), \*Educational Strategies, \*English (Second Language), Grammar, Idioms, Instructional Design, Interpersonal Communication, Language Experience Approach, Language Role, Language Skills, Lesson Plans, \*Literacy Education, Phonology, Reading Instruction, Second Language Instruction, Second Language Learning, Student Evaluation, Student Needs, Teaching Methods, Vocabulary Development, Writing Instruction

Identifiers—Total Physical Response

The resource book was designed for teachers of adult learners of English as a second language (ESL). It provides background information on language acquisition, adult learning, and cross-cultural issues, and presents specific teaching techniques and activities. An introductory section outlines the principles of adult and second language education on which the materials are based. The second section examines second language learning in greater detail, including the four basic language skills, specific functions of language, and areas in which individual language learners' differences must be taken into account in teaching. The third section looks at issues in cross-cultural communication, in general and situation-related. The next chapter discusses needs and skills assessment. Subsequent sections provide guidelines and activities for teaching listening and speaking (vocabulary development, grammar, idioms, conversation, English phonology), reading and writing (language experience approach, pre-reading, word recognition, development of fluent oral reading, beginning writing, guided writing, free writing), and integrated communication activities (information grids, information gaps, and other integrated communication techniques). The final section outlines principles and steps in lesson planning, and contains sample completed and blank lesson plan activity sheets. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

**ED 408 865** FL 801 169

Jurmo, Paul

**"The Cutting Edge." El Paso Community College's Workplace Education Program. Final Evaluation Report for the 1993-1995 Cycle.**

Learning Partnerships, East Brunswick, NJ.

Pub Date—25 Aug 95

Note—31p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adult Education, College Outcomes Assessment, Community Colleges, Cooperation, Curriculum Design, \*English (Second Language), Federal Aid, Inplant Programs, \*Literacy Education, Organizational Communication, \*Outcomes of Education, Program Design, Program Effectiveness, Program Evaluation, \*School Business Relationship, Second Language Programs, Staff Development, Two Year Colleges, \*Vocational English (Second Language), \*Workplace Literacy

Identifiers—El Paso Community College TX

The report summarizes results of an evaluation of "The Cutting Edge," a workplace education program operated by El Paso Community College (Texas) with funding from the National Workplace

Literacy Program. The project had two main goals: to field test and refine curricula at a number of workplace sites, and to prepare products and services and mechanisms for disseminating them. Achievements included: field testing that reached 72 percent of learners called for, despite several unforeseen obstacles, and preparation and dissemination of 144 hours of basic skills learning modules, 144 hours of communication modules, 15 hours of math modules, and 6 teacher training videotapes. The report also describes key program components, including curricula, mechanisms to facilitate communication with partners, coordination of program components, assessment mechanisms that emphasize dialogue between partners, staff development practices, and dissemination efforts. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

**ED 408 866** FL 801 170

**NCLE Notes: Newsletter of the National Clearinghouse for ESL Literacy Education, Vol. 6.**

National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—RR93002010

Note—16p.

Available from—NCLE, 1118 22nd Street N.W., Washington, DC 20037.

Journal Cit—NCLE Notes; v6 n1-2 1996-1997

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Acculturation, Adult Education, \*Citizenship Education, Educational Resources, \*English (Second Language), Instructional Materials, \*Language Attitudes, \*Literacy, \*Literacy Education, Second Language Learning, Textbooks, Videotape Recordings, World Wide Web

The two issues of the newsletter contain three main articles. "Myths and Realities About US Literacy" (excerpted from a book by Terrence G. Wiley) examines and refutes two common myths about literacy and language diversity: (1) that English literacy is the only literacy worth noting, and (2) that language minorities today are not as eager to learn English and assimilate as prior generations were. "Citizenship Education Resources for Adult ESL Instructors" cites instructional and information resources on the World Wide Web, student textbooks, a teacher resource guide, and two videotape recordings for teaching citizenship to students of English as a second language (ESL). "Teaching Listening to ESL Learners" (excerpted from an article by Carol Van Duzer) outlines the processes one uses in listening and suggests that these processes can inform the teacher's choice of techniques and activities for developing learners' listening skills. Professional notes and announcements of resources and materials are included in each issue. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

**ED 408 867** FL 801 172

Stern, Hilary

**Organizing ESL Students for Social Change.**

Pub Date—13 Mar 97

Note—6p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Activism, Adult Education, Change Strategies, Classroom Techniques, \*English (Second Language), \*Group Dynamics, Interpersonal Communication, Migrant Education, Migrant Workers, Second Language Instruction, \*Social Change, Student Attitudes, \*Student Empowerment, Student Motivation, \*Student Participation, Student Role, Teacher Role

A teacher of English as a Second Language (ESL) to adult migrant workers from Central America describes the evolution of her efforts to create a sense of community within the classroom and Latino center and to empower students to bring about social change in the long term. While students were pressuring the teacher to teach grammar, the teacher

was considering ways to increase student access to the language and culture of power. Techniques used at the Latino center to encourage student interaction, cooperation, and leadership include: class coffee breaks; inclusion of homeless immigrants and families in center holiday parties; organization of weekly basketball and soccer games; mentoring to support students in taking responsibility for center activities; delegation to students of some teacher tasks in the classroom (organizing into teams, passing out papers, setting up and cleaning up the room, facilitating discussions); student planning of center events; and hiring of students for Latino center jobs. These efforts eventually became effective after a student protest against an administrative action taken in another organization. The protest was joined by the teacher and her students because they all belonged to a coalition which shared the same concerns. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

## HE

**ED 408 868** HE 028 940

Harvey, James Immerwahr, John

**Goodwill and Growing Worry: Public Perceptions of American Higher Education.**

American Council on Education, Washington, DC.

Pub Date—95

Note—44p.; For related reports, see HE 028 941-942.

Available from—American Council on Education, Publications GWG, Department 36, Washington, DC 20055-0036 (\$10 each for 1-10 copies, \$7.50 each for more than 10 copies).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Access to Education, Democratic Values, \*Educational Attitudes, Equal Education, Government Role, \*Higher Education, Institutional Autonomy, Political Issues, \*Public Opinion, \*Public Support, Student Financial Aid

This report on the public perception of higher education is based on a review of 30 recent public opinion polls. The review found: (1) higher education enjoys a reservoir of goodwill; (2) a college degree is seen as an essential credential for success; (3) the public is broadly committed to equity, but as an income issue and not gender- or race-specific; (4) public goodwill is tempered by growing worry about cost; and (5) consequently, the public sees a role for government in education similar to that in health care financing. The public continues to believe that higher education is one of the most important tasks of society, that higher education equals less crime, and despite low support for racial preferences in general, 73 percent of those polled support financial aid for members of minority groups. There is worry that college athletics are out-of-control and this perception threatens to undermine public confidence in institutions of higher education. However, the main concern of the public is the high cost of higher education and the financial barrier to college for many. The public also believes that government should have a role in funding and that a service requirement could be a requirement for student aid. (JLS)

**ED 408 869** HE 028 941

Harvey, James

**First Impressions and Second Thoughts: Public Support for Higher Education.**

American Council on Education, Washington, DC.

Pub Date—94

Note—36p.; For related reports, see HE 028 940-942.

Available from—American Council on Education, Publications F1, Department 36, Washington, DC 20055-0036 (\$10 each for 1-10 copies,

\$7.50 each for more than 10 copies).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Access to Education, Democratic Values, \*Educational Attitudes, Equal Education, Focus Groups, Government Role, \*Higher Education, Institutional Autonomy, Paying for College, Political Issues, \*Public Opinion, \*Public Support, Role of Education

This report describes the results of eight focus groups held in four cities to explore findings of a comprehensive review of more than 30 recent public opinion polls concerning higher education. These findings were: (1) higher education enjoys a reservoir of good will; (2) a college education is seen as an essential credential for success; (3) the public is broadly committed to equity but as an income issue and not gender- or race-specific; (4) public good will is tempered by concerns about cost; and (5) consequently, the public sees a role for government in education similar to that in health care financing. The major findings of the focus groups suggest that the public is caught in a dilemma; on one hand, they are convinced that a college degree is becoming more and more important for a good job and access to a middle-class lifestyle, but on the other, that there is a widespread feeling that rising costs are pushing a college education beyond the reach of ordinary Americans. Fears about rising costs appear to translate into concerns that the opportunity to attend college is decreasing and that the situation will get worse. There is a strong feeling that government must step in and make a college education financially attainable. (JLS)

ED 408 870 HE 028 942

Harvey, James Immerwahr, John

The Fragile Coalition: Public Support for Higher Education in the 1990s.

American Council on Education, Washington, DC.

Pub Date—95

Note—55p.; For related reports, see HE 028 940-941.

Available from—American Council on Education, Publications FC, Department 36, Washington, DC 20055-0036 (\$10 each for 1-10 copies, \$7.50 each for more than 10 copies).

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Access to Education, Democratic Values, \*Educational Attitudes, Educational Quality, Equal Education, Focus Groups, General Education, \*Higher Education, Institutional Autonomy, Leadership, Liberal Arts, Opinions, Paying for College, Political Issues, \*Public Support

This report summarizes the views and attitudes toward higher education of 43 leaders from Detroit (Michigan), Memphis (Tennessee), Cherry Hill (New Jersey), and San Antonio (Texas). The study found that the leaders' views were nearly opposite of those held by the American public as reported in two related publications. These community leaders know a great deal about American higher education and they support its goals but they are extremely critical of how higher education implements its avowed mission and pursues its goals. Although both leaders and the general public emphasize the importance of higher education as preparation for work, leaders stress the importance of general education and the value of courses in the liberal arts as an aid to thinking and a means of better quality of life. Access to education for most Americans is seen as a question of income but community leaders see a continued impact of past social inequities. Leaders are also more critical of the quality of undergraduate and graduate education and the level of preparation evidenced by graduates. Leaders want a more accountable system and one that renews its historic leadership role in advancing social justice. They see financial pressures as increasing and new support coalitions developing. (JLS)

ED 408 871

Jenkins, Charles W. Ed.

Perspectives on Leadership in Facilities Management.

APPA: Association of Higher Education Facilities Officers, Alexandria, VA.

Report No.—ISBN-0-913359-90-4

Pub Date—95

Note—134p.; Funding provided by NALCO Chemical Company. Papers were originally written for an Association of Higher Education Facilities Officers publication or meeting presentation.

Available from—APPA: The Association of Higher Education Facilities Officers, 1446 Duke St., Alexandria, VA 22314-3492 (\$25 members; \$35 nonmembers).

Pub Type—Books (010) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Building Operation, Business Administration, Change Agents, \*College Buildings, Contracts, \*Educational Facilities, \*Educational Facilities Planning, Energy Management, Excellence in Education, Higher Education, Human Resources, Institutional Mission, Landscaping, \*Leadership, Leadership Responsibility, Personnel Management, Productivity, Program Administration, Retrenchment, \*School Maintenance, Small Colleges, Strategic Planning, Supervision

This collection of papers examines issues concerning leadership in facilities management in higher education. Chapters include: (1) "Catch the Spirit of Leadership" (Jack Hug); (2) "Visionary Leadership: Creating a New Tomorrow" (Burt Nanus); (3) "Some Thoughts on Leadership" (Charles W. Jenkins); (4) "Educational Leadership: The Role of Facilities in Educational Excellence" (Samuel H. Smith); (5) "Facilities Management at the Crossroads" (William A. Daigneau); (6) "Power, Influence, and Survival in Difficult Times" (Mark Pastini); (7) "Productivity Improvement Means Being Mission Driven" (John J. Garnand); (8) "Strengthening the Role of Facilities Management in a Small Institution" (Keith H. Lovin); (9) "A Call to Servant Leadership" (Kent M. Keith); (10) "How Leaders Create Change" (Charles W. Jenkins); and (11) "Sustaining Excellence: Bold Strategies for Transforming Your Organization" (William L. Maynard and Thomas J. Champoux). (Contains 73 references.) (JLS)

ED 408 872 HE 030 185

Contracting for Facilities Services. Critical Issues in Facilities Management. No. 9.

APPA: Association of Higher Education Facilities Officers, Alexandria, VA.

Report No.—ISBN-0-913359-82-3

Pub Date—94

Note—187p.

Available from—APPA: The Association of Higher Education Facilities Officers, 1446 Duke St., Alexandria, VA 22314-3492 (\$29 members; \$35 nonmembers).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Building Operation, Case Studies, Cleaning, \*College Buildings, \*Contracts, \*Educational Facilities, Higher Education, Human Resources, Landscaping, Personnel Management, Privatization, Program Administration, \*School Maintenance, Strategic Planning, Supervision

Identifiers—American University DC, Butler University IN, Outsourcing, University of Virginia

This book has been designed to provide practical information to managers on how to work with outside contractors in the higher education facilities area, and provides "real world" advice on the opportunities and pitfalls of privatization. Overviews and detailed case studies of contracting-out for services such as custodial services and grounds management are provided. The chapters include: (1) "Making the Contract or Self-Operation Decision" (Philip J. Goldstein and others); (2) "The

Make-or-Buy Decision: The Organization of U.S. Campus Plant Operations" (Malcolm Getz and others); (3) "A Practical Approach to Contracting for Services" (Edward C. Bogard); (4) "Contracting for Facilities Management Services: An Ethical Dilemma" (Alan L. Ingle); (5) "Virginia's Make-or-Buy Competitive Procurement Program (Richard Fowler and others); (6) "Partnering for Successful Service Contracting" (Thomas E. Harkenrider); (7) "Contracted Custodial Services at Butler University" (Michael Gardner); (8) "Make-or-Buy Procurement of Painting Services at UVA" (Don A. Hicklin); (9) "Contracted Landscape and Turf Management Services" (Ted Warner); and (10) "From Contracting to In-House Services at American University" (Jorge J. Abud). (Contains 54 references.) (JLS)

ED 408 873 HE 030 186

Right-sizing Effectively. An APPA Task Force Report.

APPA: Association of Higher Education Facilities Officers, Alexandria, VA.

Report No.—ISBN-0-913359-84-x

Pub Date—95

Note—155p.

Available from—APPA: The Association of Higher Education Facilities Officers, 1446 Duke St., Alexandria, VA 22314-3492 (\$35 members; \$45 nonmembers).

Pub Type—Books (010) — Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Building Operation, Case Studies, \*College Buildings, \*Financial Problems, Higher Education, Human Resources, Landscaping, Personnel Management, Program Administration, Reduction in Force, \*Retrenchment, \*School Maintenance, Strategic Planning, Supervision, Surveys

Identifiers—\*Association of Higher Educ Facilities Officers, \*Downsizing

The Association of Higher Education Facilities Officers surveyed its members in 1993 regarding the effects of severe budget reductions. From 1,500 surveys mailed, there were 388 responses. The responses indicated the importance of a number of factors in institutions undergoing downsizing. Important factors included: a mission statement, the morale of retained staff, an empowerment paradigm, strategic planning, adjustment of service levels, innovation, training, productivity, and efficiency enhancement. Details and case studies related to the survey are provided in the following chapters: (1) "Rightsizing Effectively: An Introduction to the Issues" (Edward Naretto); (2) "Findings of the Rightsizing Survey" (Dean H. Fredericks); (3) "Rightsizing Through the Eyes of History" (Pieter J. van der Have); (4) "A Change in Focus in a Time of Change" (Scott Charnack); (5) "Fiscal Reality at Michigan State University" (Ronald T. Finn); (6) "Custodial Rightsizing: Minimizing the Trauma" (Joe Spoonemore); (7) "The Human Element" (Pieter J. van der Have); and (8) "Strategic Planning in the Physical Plant Department" (Frederick L. Klee). The survey is appended. (Contains 70 references.) (JLS)

ED 408 874 HE 030 187

Reeve, John R. Smith, Marion B.

Planning for Master Planning.

APPA: Association of Higher Education Facilities Officers, Alexandria, VA.

Report No.—ISBN-0-913359-85-8

Pub Date—95

Note—108p.

Available from—APPA: The Association of Higher Education Facilities Officers, 1446 Duke St., Alexandria, VA 22314-3492 (\$29 members; \$40 nonmembers).

Pub Type—Books (010) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bids, \*Building Operation, \*College Buildings, Contracts, \*Educational Facilities Improvement, \*Educational Facilities Planning, Higher Education, Human Resources



es, \*Master Plans, Obsolescence, Program Administration, \*School Maintenance, Strategic Planning

This monograph outlines a philosophy and method for master planning of higher education facilities. It is intended to provide facilities personnel with guidelines for establishing a successful planning process. The guide provides practical advice, including worksheets that can be used to identify issues and requirements. Included are examples of master plans, including scope, budget, and time comparisons. The rationale for a master plan is explained with a detailed outline of the process for developing a plan. Planning steps include determining objectives, identifying available information and resources, determining the scope of the plan, and creating a system for plan administration. The process of determining the need for consultants and obtaining qualified ones is also detailed as is the process of evaluating responses to a request for proposals for professional services. The final section examines the need for periodic review and evaluation of the master plan. (Contains 100 references.) (JLS)

**ED 408 875** HE 030 189

Kaiser, Harvey H.

**The Facilities Audit. A Process for Improving Facilities Conditions.**

APPA: Association of Higher Education Facilities Officers, Alexandria, VA.

Report No.—ISBN-0-913359-71-8

Pub Date—93

Note—114p.

Available from—APPA: The Association of Higher Education Facilities Officers, 1446 Duke St., Alexandria, VA 22314-3492 (\$45 members; \$55 nonmembers).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Building Operation, \*College Buildings, Educational Facilities Improvement, \*Educational Facilities Planning, Energy Management, Higher Education, \*Inspection, Program Administration, \*School Maintenance, Supervision

The problems of deferred maintenance and decaying campus infrastructure have troubled higher education for the past two decades. This book, designed to be a tool for facilities managers, describes a process for inspecting and reporting conditions of buildings and infrastructure. The audit process is meant to be a routine part of maintenance management so that application of the techniques described can be part of predictive methods of determining facilities management requirements and capital renewal and replacements programs. The first chapter introduces the facilities audit covering its purpose, structure, uses, users, how it relates to capital asset management, terminology, and how to adapt it for local needs. The process of preparing for an audit is described in chapter 2 including the program, the conditions inspection process, and use of functional performance evaluations. Chapter 3 discusses the design of the audit including determining its scope, selecting the audit team, planning the inspection, and information requirements. Data collection is covered in the fourth chapter which discusses conducting inspections and the inspection report forms. Chapter 5 is on summarizing inspection results including evaluating the inspection program, preparing summary reports, and planning future audits. The sixth chapter is on the final step of the audit process, presentation of the audit to management and others. Chapter 7 describes capital renewal: putting the audit to work (capital renewal planning, project prioritization, resource allocation, and funding/planning). The appendixes comprising half of the document provide 24 sample inspection forms and checklists. (Contains 140 references.) (JLC)

**ED 408 876** HE 030 190

Heinz, John A. Casault, Rick

**The Building Commissioning Handbook.**

APPA: Association of Higher Education Facilities

Officers, Alexandria, VA.

Report No.—ISBN-0-913359-92-0

Pub Date—96

Note—311p.

Available from—APPA: The Association of Higher Education Facilities Officers, 1446 Duke St., Alexandria, VA 22314-3492 (\$55 members; \$75 nonmembers).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Building Operation, \*Construction Management, Contracts, \*Educational Facilities Planning, Higher Education, Program Administration, Supervision

This book discusses building commissioning, which is the process of certifying that a new facility meets the required specifications. As buildings have become more complex, the traditional methods for building start-up and final acceptance have been proven inadequate, and building commissioning has been developed, which often necessitates the use of outside consultants to monitor the process. One-half of the guide details the roles of the consultant, contractor, test engineer, commissioning agent, and owner. It describes the process, the needed equipment testing, systems functional performance testing, scheduling, documentation, training, costs, and the process of hiring a commissioning agent. Chapters include an overview of commissioning and discussions of: approaches to commissioning, design requirements, contract documents requirements, the steps of the commissioning process, selecting the commissioning agent, and the costs of commissioning. A case study of commissioning a science building is provided. The other half of the guide consists of a description of terms and 15 different guide specifications in the form of detailed documentation and testing checklists, divided to indicate specific tasks and tests (e.g., general, mechanical, electrical facility startup/commissioning; commissioning—general requirements; HVAC systems, supply air systems, exhaust air systems, environmental control systems, etc.) (JLS)

**ED 408 877** HE 030 191

Cotter, Stephen R.

**Removing the Barriers: Accessibility Guidelines and Specifications.**

APPA: Association of Higher Education Facilities Officers, Alexandria, VA.

Report No.—ISBN-0-913359-59-9

Pub Date—91

Note—136p.

Available from—APPA: The Association of Higher Education Facilities Officers, 1446 Duke St., Alexandria, VA 22314-3492 (\$10).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Accessibility (for Disabled), Building Design, \*College Buildings, Compliance (Legal), Construction Needs, \*Design Requirements, Disabilities, \*Educational Facilities, \*Educational Facilities Planning, Higher Education

Identifiers—\*Americans with Disabilities Act 1990

This guide provides guidelines for meeting the accessibility requirements of the Americans with Disabilities (ADA) Act in college and university buildings. The publication is divided into 10 chapters, the first 7 of which present construction drawings, evaluation criteria, and specifications for: (1) site accessibility (external path of travel, curbing, parking); (2) the building entrance; (3) doors; (4) interior circulation; (5) restrooms and bathing facilities; (6) drinking fountains and pay telephones; and (7) special spaces and equipment (such as dormitories, kitchens, dining halls, libraries). Mandatory evaluation requirements are noted at the beginning of each chapter. The eighth chapter provides guidance for facilities inventory and evaluation. It discusses surveying for barriers and includes a detailed facilities survey instrument. Chapter 9 discusses other accessibility issues including cost effectiveness, communication, construction supervision,

and program implementation. Chapter 10 lists additional resources including 57 organizations that can provide information about accessibility. There are also 105 construction detail line drawings (e.g., typical curb range details, accessible door handles, typical sleep/study room for two persons) and a glossary of definitions taken from the Americans with Disabilities Act. (Contains 59 references.) (JLS)

**ED 408 878** HE 030 193

**Frontiers in Learning. The Association of Higher Education Facilities Officers Educational Conference and Annual Meeting Proceedings (83rd, Salt Lake City, Utah, July 21-23, 1996).**

APPA: Association of Higher Education Facilities Officers, Alexandria, VA.

Report No.—ISBN-0-913359-93-9

Pub Date—Jul 96

Note—308p.; For the 1995 Proceedings, see ED 388 161. Title page varies.

Available from—APPA: The Association of Higher Education Facilities Officers, 1446 Duke St., Alexandria, VA 22314-3492 (\$25 members; \$35 nonmembers).

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Building Design, Building Operation, \*Business Administration, \*College Buildings, \*Construction Management, Contracts, \*Educational Facilities Planning, Energy Management, Higher Education, Landscaping, Organizational Change, Organizational Climate, Personnel Management, Strategic Planning, Supervision

These 25 papers from a conference of higher education facilities offices are grouped into 5 categories: business management; energy and environment; human resources; operations and maintenance; and planning, design and construction. Papers are: (1) "Provider of Choice" (Jerry C. Black); (2) "Re-Engineering—Inside-Inside or Outside-Inside: A Case Study of Physical Plant Reorganization at University of Texas Medical Branch at Galveston" (Herb Collier); (3) "Take Control! The Dynamics of Facility Management Business Planning" (Steve Cripps); (4) "Partnerships and Seamless Webs: A Down Under Approach to Facilities Management" (Freda Hanley and David Mayocchi); (5) "Strategies for Futuring in Facilities Management" (Loren Martin); (6) "Boston Business Journal Opinion Editorial: The Campus Mall as the New Educational Bazaar of the Year 2000" (James E. Samels); (7) "The Total Facilities Management System: Using Information Effectively for the New Frontier" (William J. Stauff and Fred Rembold); (8) "Benchmarking: Work Measures That Produce Results" (Mike White and Carlos Solivan); (9) "Performance Contracting for Energy Savings: A Small College Experience" (Michael Bessipata, III); (10) "Comparing Campus Recycling Programs: Apples to Apples or Whales to Lawnmowers?" (Daniel Einstein); (11) "Award Winning Environmental Management Programs" (Scott C. Harper); (12) "Forging a New Partnership Between Schools and Electric Utilities" (Karl F. Johnson); (13) "The Green Campus: Facilities Management and Environmental Stewardship" (Walter Simpson); (14) "New Frontiers in Project Management" (Mary Andrews and others); (15) "The New Frontier of International Co-operation and Cultural Differences" (Edwin A. Dews and Roy M. Dalebozik); (16) "Orientation: The Beginning of Excellence" (Esther M. Geiermann); (17) "Purdue University's Project Team Concept Presentation Outline" (Donald L. Hufford and Owen J. Cook); (18) "The Development and Implementation of Integrated Pest Management Programs at the University of New Mexico" (R. Gary Smith); (19) "Change to Zone Management" (J. Richard Swistock); (20) "How to Inspect Your Facilities and Still Have Money Left to Repair Them" (Preston T. Syme and Jay Oschrein); (21) "Multi-Skill: Key to a Successful Maintenance Program" (James R. Vespi and Lisa M. Sasser); (22) "Performance Contracting for Energy Conservation and Capital Renewal" (Theodore J. Weidner and Robert B. Washburn);

(23) "Facilities Planning: Creating Working-World Experiences On Campus" (Dale K. Brown); (24) "Open Book Pricing—A New Way to Acquire Direct Digital Control System" (Herbert F. Carlson and S. Faruq Ahmed); and (25) "Delivery Order Construction for Small Colleges" (Allen L. Henderson). Includes a list of speakers. (JLS)

**ED 408 879** HE 030 194

Miller, Michael T. Corbitt, Rita

**The Contemporary College Student: Students in Their Own Voices.**

Pub Date—[97]

Note—64p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—College Students, Higher Education, Interpersonal Relationship, Participant Satisfaction, Personal Narratives, \*Student Adjustment, \*Student Attitudes, \*Student College Relationship, Student Participation, \*Student Personnel Services

Identifiers—\*University of Alabama

This report presents student-written statements about the college experience, and is intended to help student affairs practitioners and others in program development and evaluation adjust and refine programs to respond to changing student needs. During the 1996-97 academic year, 35 students at the University of Alabama were asked to write about their college experiences. The students ranged from first-year students who had just arrived on campus to seniors near graduation and included transfer students and non-traditional students. Their descriptions are in the form of letters about college life ranging from pledging a fraternity or sorority to searching for a job just before graduation. Equal numbers of students praise and criticize the University. Criticisms center mainly on support for students, beginning with freshmen orientation and continuing through delayed time to degree that is blamed on poor academic advising. The comments are reproduced verbatim, without editing or alteration. (JLS)

**ED 408 880** HE 030 195

Van Kollenburg, Susan E., Ed.

**A Collection of Papers on Self-Study and Institutional Improvement, 1997.**

North Central Association of Colleges and Schools, Chicago, IL. Commission on Institutions of Higher Education.

Spons Agency—Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.

Pub Date—97

Note—350p.; Prepared for the program of the Commission on Institutions of Higher Education at the Annual Meeting of the North Central Association of Colleges and Schools (102nd, Chicago, IL, April 19-22, 1997). For earlier document, see ED 394 393.

Pub Type—Collected Works - General (020)

**EDRS Price - MF01/PC14 Plus Postage.**

Descriptors—Accountability, Change Strategies, Community Colleges, Educational Assessment, Financial Support, \*Higher Education, Information Technology, \*Institutional Evaluation, Models, \*Outcomes of Education, \*Self Evaluation (Groups), \*Strategic Planning, Student Evaluation, Two Year Colleges

This collection presents 91 papers or summaries presented at a 1997 conference on self-study and institutional improvement for institutions of higher education. Papers are grouped in the following chapters (with sample topics in parentheses): (1) "Institutional Mission and Institutional Change" (vision statements; balancing quality and change); (2) "Processes for Improvement" (customer satisfaction, continuous quality improvement); (3) "Implementing Assessment of Student Academic Achievement" (student assessment plans); (4) "Program/Classroom Assessment"; (5) "General Education/Critical Thinking" (the centrality of general education); (6) "The Role of Institutional Planning in a Time of Rapid Change" (strategic planning, institutional effectiveness); (7) "Issues of Institutional Integrity" (institutional values); (8) "New Technologies" (the virtual college, rethinking the

library); (9) "The Role and Responsibilities of the Self-Study Coordinator" (maximizing participation, planning); (10) "Self-Study and Evaluation: Practical Advice" (self-study plan and process); (11) "Coordinating Special Types of Evaluation" (self-study in two-year colleges); and (12) "Seeking Initial Affiliation with the Commission" (case study of considering affiliation). (Most papers contain references.) (JLS)

**ED 408 881** HE 030 196

Cowen, Robert, Ed.

**The Evaluation of Higher Education Systems. World Yearbook of Education, 1996.**

Report No.—ISBN-0-7494-1777-3

Pub Date—96

Note—214p.

Available from—Kogan Page Limited, 120 Pentonville Road, London N1 9JN England, United Kingdom.

Pub Type—Books (010) — Collected Works - Serials (022)

**Document Not Available from EDRS.**

Descriptors—College Outcomes Assessment, \*Comparative Education, Educational Administration, \*Educational Assessment, Educational Development, Educational History, Educational Planning, Educational Policy, Evaluation Methods, Foreign Countries, \*Higher Education, \*Institutional Evaluation, International Education, Quality Control

The 14 papers in this volume examine former and current evaluation systems used in higher education in a number of countries and regions. Chapters include: (1) "Introduction, Apex Institutions, Statutes and Quality Control" (Robert Cowen); (2) "The Evaluation of the Higher Education System in Algeria" (Boutheina Cheriet); (3) "The Evaluation of the Higher Education System in Australia" (Barry Sheehan); (4) "The Evaluation of the Higher Education System in Brazil" (Maria Figueiredo and Isabel Sobreira); (5) "The Evaluation of the Higher Education in Canada" (John Mallea); (6) "The Evaluation of the Higher Education System in the People's Republic of China" (Tianxiang Xue); (7) "The Evaluation of the Higher Education System in France" (Guy Neave); (8) "The Evaluation of the Higher Education System in Hong Kong" (Kaiming Cheng); (9) "The Evaluation of the Higher Education System in Japan" (Masateru Baba); (10) "The Evaluation of the Higher Education System in the Republic of Korea" (Terri Kim); (11) "The Evaluation of the Higher Education System in the United States" (Susan D. Franzosa); (12) "The Evaluation of the Higher Education System in the United Kingdom" (Ronald Barnett); (13) "The Evaluation of the Higher Education Systems in Latin America" (Denise Leite and Maria Figueiredo); and (14) "Coda: Autonomy, the Market and Evaluation Systems and the Individual" (Robert Cowen). (Chapters contains references.) (JLS)

**ED 408 882** HE 030 197

MacTaggart, Terrence J., Ed.

**Restructuring Higher Education. What Works and What Doesn't in Reorganizing Governing Systems.**

Report No.—ISBN-0-7879-0193-8

Pub Date—96

Note—260p.

Available from—Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104 (\$33.45).

Pub Type—Books (010) — Reports - Descriptive (141)

**Document Not Available from EDRS.**

Descriptors—Administrative Organization, Case Studies, Change Strategies, College Governing Councils, Decentralization, Educational Change, \*Governance, Governing Boards, \*Higher Education, Leadership, Models, \*Organizational Development, Policy Formation, Power Structure, Public Colleges, Public Education, Public Officials, \*School Restructur-

ing, State Boards of Education, State Colleges, Statewide Planning

Identifiers—Alaska, Maryland, Massachusetts, Minnesota, North Dakota

This book presents nine papers about changing the way public higher education is governed. After providing an overview of the recent history of governance restructuring or renewal in public higher education in the United States, the book focuses on restructuring in five states: North Dakota, Massachusetts, Alaska, Maryland, and Minnesota. Part 1 presents general discussions of restructuring. Part 2 presents the five case studies, and Part 3 contains papers on the lessons of restructuring. The following papers are included: (1) "Restructuring and the Failure of Reform" (Terrence J. MacTaggart) and (2) "Methods, Objectives, and Consequences of Restructuring" (Richard J. Novak); (3) "Restructuring that Works: North Dakota" (Douglas M. Treadway); (4) "Where All Politics is Local: Massachusetts" (Patricia H. Crosson); (5) "Restructuring As a Way of Life: Alaska" (Patrick J. O'Rourke); (6) "The Human Side of Restructuring" (Minnesota) (Terrence J. MacTaggart); and (7) "Restructuring and Its Aftermath: Maryland" (Robert Berdahl and Frank A. Schmidlein); (8) "A Model for Successful Restructuring" (Aims C. McGuinness, Jr.); and (9) "Lessons for Leaders" (Terrence J. MacTaggart). (Chapters contain references.) (JLS)

**ED 408 883** HE 030 198

Reaves, Brian A. Goldberg, Andrew L.

**Campus Law Enforcement Agencies, 1995.**

Department of Justice, Washington, D.C. Bureau of Justice Statistics.

Report No.—NCJ-161137

Pub Date—Dec 96

Note—56p.

Available from—Bureau of Justice Statistics Clearinghouse, Box 179, Annapolis Junction, MD 20701-0179; telephone: 1-800-732-3277 (single copy, no charge).

Pub Type—Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Campuses, \*Colleges, \*Crime Prevention, Higher Education, Law Enforcement, Policy Formation, Program Development, \*Safety, School Policy, School Responsibility, \*School Security, Universities

Identifiers—Student Right to Know and Campus Security Act

To determine the nature of law enforcement services provided on campuses in the context of the Student Right to Know and Campus Security Act, the U.S. Department of Justice surveyed four-year institutions of higher education in the United States with 2,500 or more students. This report presents data collected from nearly 600 campus law enforcement agencies. Three-fourths of these agencies used sworn police officers while the remainder relied on nonsworn security officers. Public campuses were more likely (93 percent) to have sworn officers than those under private control (43 percent); however, about three-fourths of the private universities with 10,000 or more students used sworn police. Sworn campus police officers typically had to pass through many more screening devices and undergo three to four times as much training as their nonsworn counterparts. Expenditures for law enforcement at private institutions were nearly twice that of public campuses. Nearly all agencies operated general crime prevention programs on campus, and about two-thirds had programs aimed specifically at rape prevention. Other topics covered by the report include agency functions, personnel characteristics, equipment, computers and information systems, and policy directives. General campus characteristics, including crime statistics, are also summarized. Data are presented in 44 tables, text, and graphs. Five appendices provide additional data. A copy of the survey is attached. (JLS)

ED 408 884

HE 030 199

McKernan, James

**Curriculum Action Research. A Handbook of Methods and Resources for the Reflective Practitioner. Second Edition.**

Report No.—ISBN-0-7494-1793-5

Pub Date—96

Note—278p.

Available from—Kogan Page Limited, 120 Pentonville Road, London N1 9JN England, United Kingdom (22.50 British pounds).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—\*Action Research, \*Curriculum Development, Educational Change, \*Educational Innovation, Elementary Secondary Education, Faculty Development, Foreign Countries, Higher Education, Research and Development, Teacher Researchers, \*Theory Practice Relationship

This handbook shows how the curriculum can be improved through action research and that teachers and other practitioners are best placed to conduct such research. Chapter 1 explores that historical and philosophical foundations of the action research movement. Chapter 2 discusses the teacher as researcher and professional, and offers criteria for a professional code of ethics. Chapter 3 looks at those research methods dealing with observational and narrative techniques for the conduct of action research. Chapter 4 introduces a variety of non-observational survey and self-report research techniques for the conduct of curriculum action research. Chapter 5 presents both discourse analysis methods and instructional and pedagogical problem-solving techniques that might be employed in teaching and learning scenarios. The second part of Chapter 5 focuses upon the use of instructional problem-solving strategies (such as brainstorming, discussion groups) for use in action research projects. Chapter 6 discusses critical-reflective and evaluative research techniques. Chapter 7 explores a variety of procedures and techniques for the analysis of action research data. Chapter 8 deals with establishing networks and communities of action researchers. Chapter 9 describes case studies of the use of action research in higher education. (Contains 300 references.) (JLS)

ED 408 885

HE 030 201

Walpole, MaryBeth

**College and Class Status: The Effect of Social Class Background on College Impact and Outcomes.**

Pub Date—Mar 97

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Academic Aspiration, \*College Graduates, Disadvantaged Environment, Disadvantaged Youth, \*Educational Attainment, Educational Theories, Educationally Disadvantaged, Graduate Study, Higher Education, Income, Longitudinal Studies, Multiple Regression Analysis, \*Outcomes of Education, Racial Factors, Regression (Statistics), Social Class, Social Influences, Social Integration, Social Mobility, \*Social Theories, \*Socioeconomic Influences, \*Socioeconomic Status

Identifiers—Cooperative Institutional Research Program, \*Cultural Capital

This study used data from the national study of the Cooperative Institutional Research Program (CIRP) to investigate the impact of college on income, educational aspirations, and educational attainment for students from low socioeconomic status (SES) backgrounds compared to those from high-SES backgrounds. The study was based on concepts of cultural capital and habitus developed by Pierre Bourdieu (1977, 1990, 1994). Data from CIRPs 1985 Freshmen Survey, the 1989 Follow-Up Survey, and the 1994 Follow-Up Survey resulted in a sample of 12,000 subjects that responded to all 3 surveys. The second part of the research used step-

wise regression analysis to determine variables associated with graduate school attendance for all students, low-SES students, and high-SES students. The analyses showed that 9 years after entering college, students from low SES backgrounds had lower levels of income, educational attainment, educational aspirations, and graduate school attendance than their peers from high SES backgrounds. Race had no significant impact nor did college selectivity for low SES groups. Selectivity of college did impact educational aspirations for high SES groups. (Contains 64 references.) (JLS)

ED 408 886

HE 030 202

Oppenheim, Nancy

**How International Teaching Assistant Programs Can Prevent Lawsuits.**

Pub Date—Mar 97

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Civil Rights, Communicative Competence (Languages), \*Compliance (Legal), Court Litigation, English, Equal Opportunities (Jobs), \*Foreign Students, Graduate Students, Higher Education, Inservice Teacher Education, Instructional Improvement, Language Skills, Legal Responsibility, \*School Law, Student Evaluation of Teacher Performance, Student Rights, \*Teaching Assistants, Torts, Training Methods

This guide is intended to provide administrators responsible for setting policies for training and employing international teaching assistants (ITAs) a framework to help determine whether their programs and policies might be in violation of legislative or common law precedents. The paper also discusses how social policies, as formalized in statutory schemes, provide guidance for appropriate goals and policies for ITA program administration and suggests ways that cross-cultural educational research can be used to counter potential legal claims. An overview of the types of claims that might be brought by various parties against institutions and ITA programs is provided. Next, each type of claim is reviewed, as well as the actions that administrators can take to prevent such claims or minimize their impact. A detailed example is provided regarding the requirement to communicate clearly in English, with a chart summarizing state laws in this area. The use of English language qualifying tests that may be over- or under-inclusive are also discussed. The civil rights protections accorded to ITAs are described along with the implications for institutions of higher education. (Contains 23 references.) (Author/JLS)

ED 408 887

HE 030 203

Cyr, Dianne, Ed. Reich, Blaize Horner, Ed.

**Scaling the Ivory Tower. Stories from Women in Business School Faculties.**

Report No.—ISBN-0-275-95673-3

Pub Date—96

Note—202p.

Available from—Praeger Publishers, 88 Post Road West, Westport, CT 06881 (paperback: ISBN-0-275-95673-3, \$19.95; clothbound: ISBN-0-275-95085, \$55).

Pub Type—Books (010) — Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors—\*Business Education Teachers, Career Choice, \*Career Development, Career Planning, Doctoral Dissertations, \*Graduate Study, Higher Education, Individual Development, Leadership Qualities, Personal Narratives, Professional Development, \*Tenure, Women Administrators, \*Women Faculty

The nine narratives in this book document the experiences and insights of women academics as they relate to the personal choices, trade-offs, risks, and chances they faced at various career stages. The contributions of the early career women focus primarily on issues relating to completing their dissertations and landing their first job, and include: "Going the Extra Mile" (Yolande E. Chan); "Keep-

ing the Balance" (June N.P. Francis); and "Finding My Place" (Marlene K. Puffer). Mid-career women address issues of attaining tenure and moving into post-tenure research and administrative positions. Titles include "A Good Traveler" (Cynthia M. Beath); "Business School Professor: A Real Job That Doesn't Seem Like Work" (Sheila M. Puffer); and "On My Terms" (Carolynne F. Smart). Senior academics elaborate on their roles as leaders in their field. Titles include "Going With the Flow" (Janice M. Beyer); "A Nonlinear Life" (Karlene H. Roberts); and "My Academic Life: A Metamorphosis in Three Stages" (Mary Ann Von Glinow). Each section of the book concludes with a chapter that provides brief snapshots of the contributors and summarizes the common themes and issues. (CH)

ED 408 888

HE 030 204

Sims, Serbrenia J., Ed. Sims, Ronald R., Ed.

**Total Quality Management in Higher Education. Is It Working? Why or Why Not?**

Report No.—ISBN-0-275-94946-X

Pub Date—95

Note—201p.

Available from—Praeger Publishers, 88 Post Road West, Westport, CT 06881 (\$55).

Pub Type—Books (010) — Collected Works - General (020) — Tests/Questionnaires (160)

**Document Not Available from EDRS.**

Descriptors—Administrative Change, Administrative Organization, Change Strategies, Educational Assessment, Empowerment, Governance, \*Higher Education, \*Management Systems, Organizational Change, Outcomes of Education, Quality Circles, \*Quality Control, \*Total Quality Management

Identifiers—Houston Community College System TX, Toyota, University of Minnesota

The 11 essays in this book address the issue of whether total quality management at institutions of higher learning offers the same benefits and promises as it does in other sectors. Titles include: (1) "Toward an Understanding of Total Quality Management: Its Relevance and Contribution to Higher Education" (Ronald R. Sims and Serbrenia J. Sims); (2) "Higher Education and Total Quality Management: Taking Lessons from Government and Business Ventures" (Lois A. Waters); (3) "Total Quality Management in Higher Education: Opportunities and Obstacles" (Gary Bonvillian and Terry L. Dennis); (4) "Impediments To Overcome if Academia Is Going to Successfully Embrace Total Quality Management" (Walter J. Wheatley); (5) "The Campus Administrative Improvement Program" (Annie B. Woolridge); (6) "Quality in Higher Education: A Case Study of the Road to Total Quality Service in the Houston Community College System" (Marcia Edwards Hardney); (7) "A Rose by Any Other Name: Applying Total Quality Management to Higher Education" (Suzette M. Jelinek and others); (8) "How to Improve Student Outcomes in Higher Education by Applying Total Quality Management Tools" (Serbrenia J. Sims); (9) "Engaging Faculty in Continuous Improvement and Change Initiatives" (Susan West Engelkemeyer); (10) "Process Improvement at the Carlson School of Management, University of Minnesota: A Case Study" (Donald R. Bell); and (11) "Dedication to Kaizen: Empowerment in an Organization Behavior Classroom and in Toyota Motor Manufacturing" (Kenneth L. Murrell, William J. Easdale, and Lap T. Ton). (Some selections contain references and a bibliography contains 38 references.) (CH)

ED 408 889

HE 030 205

London, Manuel

**Achieving Performance Excellence in University Administration. A Team Approach to Organizational Change and Employee Development.**

Report No.—ISBN-0-275-95246-0

Pub Date—95

Note—272p.

Available from—Praeger Publishers, 88 Post



Road West, Westport, CT 06881 (\$59.95).  
 Pub Type—Books (010)—Collected Works - General (020)—Reports - Descriptive (141)

#### Document Not Available from EDRS.

Descriptors—\*Administrative Change, Administrative Policy, Administrative Problems, Change Agents, \*Change Strategies, \*College Administration, College Presidents, Enrollment Management, Facility Planning, Financial Audits, Financial Policy, Higher Education, Human Resources, Innovation, Institutional Mission, Labor Force Development, \*Leadership Qualities, Management by Objectives, \*Organizational Change, Participative Decision Making, Policy Formation, \*Staff Development, State Universities, Teamwork

This book uses the experiences of a large state research university over the past 5 years to illustrate principles to improve administrative efficiency and manage change. In 12 chapters the book examines, provides lists, and gives examples of plans and strategies for dealing with matters such as: (1) change strategies; (2) leadership roles, addressing in detail the roles of the president and the deputy to the president; (3) human resource challenges and issues, including examples of goal-oriented policies and programs; (4) planning and goal-setting, including building a mission, setting objectives, and linking goals and objectives to departmental initiatives; (5) financial, enrollment, and capital facilities planning processes; (6) promotion of organizational effectiveness, including managing for excellence, internal audits, performance management, and the administrative review process; (7) assessing service quality; (8) team building, team building workshops, and team evaluation; (9) human resource development, including a master plan for employee training and development; (10) performance appraisal, evaluation, and feedback; (11) managing problem employees and identifying performance problems; and (12) developing a culture of continuous learning. (Contains 70 references.) (CH)

ED 408 890 HE 030 206

Geiger, Robert L., Ed.

#### History of Higher Education Annual, 1996.

Volume Sixteen.

Pennsylvania State Univ., University Park.

Report No.—ISSN-0737-2698

Pub Date—96

Note—151p.; For previous volume, see ED 394 385.

Available from—Higher Education Program, Pennsylvania State University, 403 South Allen Street, Suite 115, University Park, PA 16801-5202; telephone: 814-863-3784 (\$12 individual, \$15 institution, \$17 Latin America & overseas).

Pub Type—Books (010)—Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Rank (Professional), Church Related Colleges, \*Educational History, Females, \*Higher Education, \*Modernization, Power Structure, Professional Autonomy, Single Sex Colleges, Social History, Socioeconomic Influences, State Universities, Traditionalism, \*Tutoring, \*Womens Education

Identifiers—California, Harvard University MA, Nineteenth Century

The four papers in this annual volume on the history of higher education cover some of the changes that evolved over the years in various U.S. institutions. The first paper is: "The Harvard Tutors: The Beginning of an Academic Profession, 1690-1825" (John D. Burton), which discusses the shift from Harvard's original tutorship model to its modern professional faculty. The second paper is "A Salutory Rivalry: The Growth of Higher Education for Women in Oxford, Ohio, 1855-1867" (Margaret A. Nash), which traces growth and change at three female educational institutions in that small community. Next, "Noah Porter Writ Large: Reflections on the Modernization of American Education and Its Critics, 1866-1916" (Peter Dobkin Hall), portrays the transformation of American higher education after the Civil War. The fourth paper is

"Californians and Public Higher Education: Political Culture, Educational Opportunity and State Policymaking" (John Aubrey Douglass). This paper traces the history of higher education from the chartering of the state university in 1849 to the postwar era. Two additional shorter review essays are titled, "College As It Was in the Mid-Nineteenth Century" (Roger L. Geiger with Julie Ann Bubolz), and "The Rise of the University and the Secularization of the Academy: The Role of Liberal Protestantism" (Kathleen A. Mahoney). An annotated list of recent dissertations in the field is appended. All papers include reference notes. (CH)

ED 408 891 HE 030 207

Gallin, Alice

#### Independence and a New Partnership in Catholic Higher Education.

Report No.—ISBN-0-268-01478-7

Pub Date—96

Note—178p.

Available from—University of Notre Dame Press, P.O. Box L, Notre Dame, Indiana 46556 (\$25).

Pub Type—Books (010)—Reports - Descriptive (141)

#### Document Not Available from EDRS.

Descriptors—Administrative Change, \*Catholic Schools, Change Agents, \*Church Related Colleges, College Administration, College Governing Councils, \*Educational Change, Faculty College Relationship, \*Governing Boards, Higher Education, Institutional Autonomy, Lay Teachers, Legal Problems, \*Trustees

Identifiers—College of New Rochelle NY, Fordham University NY, Mundein College IL, Saint Louis University MO, Saint Michaels College VT, University of Notre Dame IN, University of Portland OR

This book describes transitions at Catholic colleges and universities by which governance was transferred from the founding religious communities to boards of mostly lay trustees. The book uses seven case studies from: (1) the College of New Rochelle (New York), (2) Saint Louis University (Missouri), (3) the University of Notre Dame (Indiana), (4) Mundein College (Illinois), (5) the University of Portland (Oregon), (6) Saint Michael's College (Vermont), and (7) Fordham University (New York). The case studies examine, for each institution, the process of laicization, the reasons for the decision to change, and the ways in which the task was carried out. A separate chapter of the book is devoted to the legal issues, both civil and canonical, that relate to such transfers. While the shift in control occurred in different ways on different campuses, the book notes several common threads, including a desire to improve educational excellence, to change the image of the institution, to secure lay participation for fund-raising efforts, and to improve decision making processes and deal more realistically with the secular world and lay faculty and students. (Contains extensive reference notes.) (CH)

ED 408 892 HE 030 208

Chitnis, Suma, Ed. Altbach, Philip G., Ed.

#### Higher Education Reform in India: Experience and Perspectives.

Report No.—ISBN-0-8039-9111-8; ISBN-81-7036-337-3

Pub Date—93

Note—438p.

Available from—Sage Publications Inc., 2455 Teller Road, Newbury Park, CA 91320, telephone: 805 499-0721 (\$44).

Pub Type—Books (010)—Collected Works - General (020)

#### Document Not Available from EDRS.

Descriptors—Access to Education, Adult Education, Caste, \*Educational Change, Educational Equity (Finance), Educational History, Educational Quality, Educational Trends, Educationally Disadvantaged, Females, Foreign Countries, \*Higher Education, Minority Groups, Open Universities, Organizational Effectiveness, Research Universities, Technology

Education, Trend Analysis, Tribes, Vocational Schools

Identifiers—\*India

This collection of six essays and six case studies analyzes efforts at reform and the changes that have taken place in Indian higher education over the past four decades. The six essays describe several innovative and interesting programs and analyze key policy areas. After an introduction by Philip G. Altbach and Suma Chitnis, titles include: (1) "The Dilemma of Change in Indian Higher Education" (Philip G. Altbach); (2) "Financing Higher Education in India" (Jandhyala B. G. Tilak); (3) "The Language Question in Higher Education: Trends and Issues" (N. Jayaram); (4) "Accessing Higher Education—The Dilemma of Schooling: Women, Minorities, Scheduled Castes and Scheduled Tribes in Contemporary India" (Karuna Channana); (5) "Examination Reform in Traditional Universities: A Few Steps Forward, Many Steps Back" (Mathew Zachariah); and (6) "Coordinating Agencies in Higher Education" (Amrik Singh); (7) "Scientific Research: Autonomous Research Institutions and Universities" (B. M. Udgankar); (8) "Institutions of Higher Education and Extension: The Case of Adult Education" (Denzil Saldanha and Padma Velaskar); (9) "Quest for Quality: Interventions Versus Impact" (Jayalakshmi Indiresan); (10) "The Indian Institutes of Technology: Excellence in Peril" (P. V. Indiresan and N. C. Nigam); (11) "The Open University" (V. C. Kulandai Swamy); and (12) "Gearing a Colonial System of Education to Take Independent India Towards Development" (Suma Chitnis). There are 55 tables throughout the book. (All selections contain extensive reference notes.) (CH)

ED 408 893 HE 030 209

#### Post-Secondary Education Enrollment Data.

Basic Data Series 1995.

Minnesota Higher Education Services Office, St. Paul.

Pub Date—Oct 96

Note—511p.

Available from—Minnesota Higher Education Services Office, 400 Capitol Square, 550 Cedar Street, St. Paul, MN 55101.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—College Freshmen, Community Colleges, \*Enrollment, Enrollment Rate, Enrollment Trends, \*Higher Education, Place of Residence, Postsecondary Education, Private Colleges, Public Colleges, School Statistics, Statistical Data, Tables (Data), Technical Institutes, Vocational Schools

Identifiers—\*Minnesota, University of Minnesota

This report presents data tables providing post-secondary enrollment figures in the state of Minnesota for the 5-year period, 1991 through 1995. The report is organized in four sections, each of which contains separate data tables for state universities, community colleges, technical colleges, the University of Minnesota, private career schools, private colleges and universities, private graduate and professional schools, as well as institutional, system, or state totals. Table groups include: (1) 5-year summaries for each institution, 5-year total enrollment, 5-year full- and part-time enrollment, 5-year male and female enrollment, and five-year enrollment for new entering students; (2) county of residence for new entering Minnesota students and state or country of residence for all students; (3) participation rates for 1995 Minnesota high school graduates, distribution of Minnesota new entering students by year of high school graduation, participation ratios of new entering students who graduated in 1995 versus all 1995 high school graduates; and (4) institutional enrollment. A glossary defining terms used in the report is also included. (CH)

ED 408 894 HE 030 210

Lockett, Gretchen C.

#### Making a Difference as a Faculty Member:

Our HBCU's Recommitted to Excellence.

Pub Date—19 96

Note—11p.; Paper presented at the Annual Conference of the National Association for Equal Opportunity in Higher Education (21st, Wash-

ington, DC, April 19, 1996).

**Pub Type—** Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

**Descriptors—**Academic Standards, Action Research, \*Black Colleges, \*College Faculty, Disadvantaged Schools, \*Disadvantaged Youth, Educationally Disadvantaged, \*Excellence in Education, Faculty Development, Higher Education, Institutional Mission, \*Reflective Teaching, \*Teacher Effectiveness, Teacher Role

Faculty members employed at historically black colleges and universities (HBCUs) should give priority to teaching and learning. The work of faculty members at such institutions is a way to reclaim individuals who have been discarded by society. Mission statements should be reviewed to be sure that college printed materials do indeed reflect these goals. Faculty should change the way they think—about themselves, their institutions, and their performance. Suggestions are made as to how to recognize and encourage faculty effort through staff support, workshops, development opportunities, and salary increases. The paper also reports briefly on a teacher action research project that asked whether the perceived disparity between student and teacher expectations affected student success. One of the projects was about the teachers involved in the study became more committed to good teaching and learning and that they carried that commitment to subsequent classes. (CH)

**ED 408 895**

HE 030 211

*Davies, Gordon K.*

**Twenty Years of Higher Education in Virginia.**

Virginia State Council of Higher Education, Richmond.

**Pub Date—**97

**Note—**43p.

**Pub Type—** Opinion Papers (120)

**EDRS Price — MF01/PC02 Plus Postage.**

**Descriptors—**\*Community Support, Educational Economics, \*Educational Finance, Educational Policy, \*Financial Support, Government School Relationship, \*Higher Education, Innovation, Institutional Survival, Planning, Political Influences, Political Power, \*Politics of Education, Public Opinion, Public Support, Resource Allocation, \*School Support, State Aid, State Boards of Education, State Government, Technology Transfer, Telecommunications

**Identifiers—**\*Virginia

This report on Virginia higher education briefly reviews the impact of economic recession, slashed budgets, increased tuition, and increasing politicization upon the state's higher education system, and then looks ahead to issues critical to the higher education's future in the state. The report proposes action in three areas: (1) adequate funding of higher education, noting that the state's standing in funding per student dropped from 27th place in 1985 to 44th in 1995; (2) a need to protect the higher education system from partisan politics and interference observed at all levels—administrative, public support, and intellectual; and (3) seizing the opportunities offered by advanced communications technology. The report envisions a higher education system with new rules—with no protectionist cartels, with strategic investment targeted toward specific opportunities rather than spread about by formula, with an understanding of the practical limits of planning, and the emergence of alternative organizations to advocate on behalf of higher education. (CH)

**ED 408 896**

HE 030 212

*Felter, Paul*

**Taking Ownership of Change: Role of the Professoriate for the 21st Century.**

**Pub Date—**17 Apr 97

**Note—**21p.; Paper presented at the Northwest Association of Teacher Educators Regional Conference (Coeur d'Alene, ID, April 17,

1997).

**Pub Type—** Opinion Papers (120) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC01 Plus Postage.**

**Descriptors—**Change, Change Agents, \*College Faculty, College Students, Educational Change, Governance, Higher Education, Organizational Change, Preservice Teacher Education, \*Professional Recognition, \*Role Perception, Self Concept Measures, Student Surveys, Teacher Morale, \*Teacher Student Relationship, Tenure

**Identifiers—**\*University of Idaho

This study addressed the issue of the changing role of the professoriate at institutions of higher learning. Three survey instruments were developed to measure major issues and trends—for undergraduate education students, for graduate education students, and for College of Education faculty at the University of Idaho—to determine if the issues identified by each of the three groups paralleled those derived from the literature. Only the undergraduate questionnaire, which was returned by 45 of the 60 students surveyed, is considered in this paper. Responses were organized into several categories: teaching responsibilities, advisement responsibilities, other roles, change trends, major strengths, and major areas for improvement. The study found that the issues of concern to this undergraduate group did not appear to parallel those articulated in the literature. While the issues covered in the literature are mostly those of governance and tenure, the concerns voiced by the undergraduates involved mainly issues such as the role of the professoriate and the student-professor relationship. Neither the literature nor the undergraduate survey respondents ranked technology as an important issue. The three survey instruments are appended. (CH)

**ED 408 897**

HE 030 216

**Executive Compensation in California Public Higher Education, 1996-97. Higher Education Update.**

California State Postsecondary Education Commission, Sacramento.

**Report No.—**UP/97-1

**Pub Date—**Apr 97

**Note—**8p.; For related documents, see ED 370 664 and ED 394 609.

**Pub Type—** Legal/Legislative/Regulatory Materials (090) — Reports — Evaluative (142)

**EDRS Price — MF01/PC01 Plus Postage.**

**Descriptors—**\*Administrators, \*College Administration, Community Colleges, Comparative Analysis, \*Compensation (Remuneration), Educational Finance, Higher Education, \*Public Colleges, Public Policy, Salary Wage Differentials, State Boards of Education, State Colleges, State Universities, Trend Analysis

**Identifiers—**\*California, California State University and Colleges, University of California

This report is the fifth in a series issued reviewing policies and compensation levels for public higher education and community college executives. The report presents summary information about community colleges for: chancellors and presidents of multi-college districts and superintendent/presidents of single-college districts. In its comments, the California Postsecondary Education Commission also notes that while disparity among multi-college districts has decreased over the last three years, it has increased among single-college districts. Also reported are compensation figures for systemwide executives. For the California State University, the report details current policy on executive compensation, compensation for campus presidents and systemwide executives, and salary comparisons between the State University and similar institutions nationally. In its comments the Commission notes continued progress toward a coherent compensation policy but lags in salary at the presidential level. For the University of California the report notes current policy, compensation for university chancellors and systemwide executives. It provides two sets of salary comparisons between the University and similar national institutions: an all-university set and a faculty salary set. The report notes that the University has completed its goal of

equalizing benefits and of stabilizing executive compensation levels. Five tables summarize compensation data. (CH)

**ED 408 898**

HE 030 217

*Goldman, Karen Denard*

**Marketing Power Tools for Building Better Connections.**

**Pub Date—**96

**Note—**12p.; Paper presented at the Annual Meeting of the American College Health Association (Orlando, FL, May 29-June 1, 1996).

**Pub Type—** Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

**Descriptors—**Health Facilities, \*Health Programs, Higher Education, \*Marketing, Outreach Programs, \*School Health Services, Strategic Planning, Student Personnel Services

This paper proposes use of marketing methods to improve college health services and enhance their perceived value. Ten key marketing principles are defined: (1) value of the service as seen by the target population; (2) exchange clients perceive benefits received as exceeding perceived costs; (3) competition offering a better product than the competition; (4) market research; (5) segmentation subdividing the market into groups with different needs; (6) consumer analysis in the in-depth study of each market segment; (7) marketing mix—the combination of product, price, and promotion specifically targeted to a particular market; (8) demand analysis of the demand for the product; (9) customer satisfaction the need to meet or exceed clients' expectations; and (10) brand loyalty achieved when clients continue to use the service provided. Specific steps are offered to help college health services integrate these marketing principles into their practices. These include: assessment, a marketing education campaign, consumer research, reading marketing articles and going to marketing conferences, hiring a marketing specialist, rewarding risk-taking and experimentation by health services personnel, breaking down consumer-perceived barriers, reassessing product design and promotion of health services, and conducting market audits of health services philosophy and practices. (CH)

**ED 408 899**

HE 030 218

*Lockett, Gretchen C.*

**Equalizing Opportunity in NAFEO Institutions: A Case for Internal and External Action.**

**Pub Date—**Mar 95

**Note—**24p.; Paper presented at Annual Conference of the National Association for Equal Opportunity in Higher Education (20th, Washington, DC, March 1995).

**Pub Type—** Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

**Descriptors—**Alumni, Basic Skills, \*Black Colleges, Black Students, Curriculum Development, Educational Environment, \*Educational Objectives, Educational Opportunities, Educational Quality, Educationally Disadvantaged, \*Equal Education, Higher Education, \*Instructional Improvement, Mastery Learning, Nondiscriminatory Education, Self Fulfilling Prophecies, Special Needs Students, Teacher Attitudes, Teacher Effectiveness, Teacher Expectations of Students, Teacher Student Relationship

**Identifiers—**National Association Equal Opportunity Higher Educ

This paper is a call to meet new challenges to ensure equal opportunity for historically African American colleges and universities. The paper suggests an inter-institutional effort among members of the National Association for Equal Opportunity in Higher Education that begins internally and then moves beyond the institutions into the public forum. The following principles are emphasized: (1) recognition by faculty and staff that there is a tradition of at-risk children being able to learn; (2) successful instruction in basic skills of reading, writing, and arithmetic using mastery learning concepts; (3) development of curricula, teaching techniques, materials, and activities to ensure that

students learn the skills necessary to develop new models of enterprise; (4) development of independent economic enterprises at historically black colleges and universities that would provide endowments and operating funds and thus free institutions from the need to depend on philanthropy and public funding; and (5) encouragement of active alumni groups who give money, provide mentoring, are good recruiters, and support public relations efforts. Also suggested is a new social contract between institutions and students emphasizing the responsibilities on both sides. (CH)

**ED 408 900** HE 030 219

Hallstedt, Pelle. *Hogstrom, Mats*

**Programmes in Social Care: A Comparison between the Netherlands, Sweden, Norway, and Ireland. Educational and Psychological Interactions, No. 118.**

Lund Univ., Malmö (Sweden). Dept. of Educational and Psychological Research.

Report No.—ISSN-0070-9263

Pub Date—Jun 96

Note—153p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Clinical Teaching (Health Professions), Comparative Analysis, \*Comparative Education, Experiential Learning, Foreign Countries, Higher Education, \*International Education, Program Content, Program Design, Program Length, Social Agencies, \*Social Services, Social Work, Social Workers, \*Student Certification, Student Experience

Identifiers—Ireland, Norway, Sweden

This comparative study of social care programs at four European colleges in Nijmegen (Netherlands), Malmö (Sweden), Sligo (Ireland), and Lillehammer (Norway) looks at whether graduates from one country would be qualified to work in social care in the other countries. The report is based on analysis of data from official documents, questionnaires completed by students, interviews with administrators and teachers, and visits to the colleges. It contains a general description of each of the four colleges, a comparison of their curriculum timetables, and analyses of their curricula. Also included are sections analyzing student background data and goals; educational goals as expressed by staff; comparisons of curricula and student goals versus staff goals; comparisons of differences in practicum training; and an analysis of the compatibility of the different programs. The study showed that although the programs were fairly compatible, there were some differences; ranging from length of program (168 weeks at Nijmegen to 99 weeks at Sligo), to more stress on action and client need at Nijmegen, to a greater emphasis on theory at Malmö. Two student questionnaires and a list of interviewees are appended. (Contains 42 references.) (CH)

**ED 408 901** HE 030 220

**Minnesota Higher Education Consumer Report on Vocational and Technical College Programs, Graduate Follow-up and Related Information for Prospective Students. Pilot Edition.**

Minnesota State Dept. of Economic Security, St. Paul.; Minnesota State Colleges and Universities System, St. Paul.

Pub Date—Jul 96

Note—166p.; Contains colored paper that may not reproduce well.

Pub Type—Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Career Awareness, Career Education, Career Exploration, Career Information Systems, Followup Studies, \*Graduate Surveys, Job Placement, Noncollege Bound Students, Occupations, Program Guides, State Curriculum Guides, State Programs, \*State Schools, Technical Institutes, Two Year colleges, \*Vocational Education, Vocational Fol-

lowup, Vocational Schools, Vocational Training Centers

Identifiers—\*Minnesota

This report, based on employment data for 1994 Minnesota technical college graduates, is intended to provide information that will enable prospective students make informed educational and career decisions. The report, organized into six sections, includes: (1) An introduction, with definitions of terms and a list of technical college programs in the state, by group; (2) data tables of state program information, organized by region southeast, southwest, northeast, northwest, central, and metro and by campus; (3) statewide instructional program comparison tables and index; (4) a list of job titles of graduates, organized by field of study; (5) a list of program descriptions; and (6) other resource material available. These additional resources include: college and campus names, address, and phone numbers; labor market information; a publications list; Internet addresses; maps of colleges and campuses, workforce centers, and state occupational data regions. (CH)

**ED 408 902** HE 030 221

Abramdt, Madeleine

**Learning Physiotherapy: The Impact of Formal Education and Professional Experience. Linking Studies in Education and Psychology, No. 50.**

Data Decisions Group, Inc., Colorado Springs, CO.

Report No.—ISBN-91-7871-932-1; ISSN-1102-7517

Pub Date—97

Note—189p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160) — Translations (170)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—\*Allied Health Occupations Education, Context Effect, Foreign Countries, Health Personnel, Higher Education, Individual Development, \*Interaction Process Analysis, Interpersonal Relationship, Interviews, Perception, \*Phenomenology, \*Physical Therapy, Professional Education, Psychological Evaluation, Psychological Patterns, Qualitative Research, Statistical Analysis, \*Theory Practice Relationship

Identifiers—Linköping University (Sweden), Phenomenography, Sweden

This study investigated whether students of physiotherapy experienced the concepts "health," "movement," "function," and "interaction" differently during formal education and after some professional experience. Data were gathered by interviewing two groups of physiotherapy students at Linköping University (Sweden) Faculty of Health Sciences, with the first interviews conducted before graduation and the second after 18 months of professional experience. Interviews were analyzed according to a phenomenographic approach and using the principles of contextual analysis. The study found that while there was some variation in students' perceptions of the concepts of health, movement, and function, the most common perspectives after completing formal education were holistic or mixed; this pattern remained most common also after 18 months of professional work. Students' perceptions of the concept of interaction were divided into four categories of communicative and problem-solving approaches: two integrated styles, mutuality and technicalism, which are respectively patient-centered and physiotherapist-centered; and two separated styles, authority and juxtaposition, which are respectively physiotherapist-centered and patient-centered. Both integrated and separated perspectives were reported after completion of formal education; after 18 months of professional practice, however, the dominant style became mutuality, the integrated patient-centered approach. The student-interview guide is appended. (Contains 150 references.) (CH)

**ED 408 903** HE 030 222

Altbach, Philip G., Ed.

**The International Academic Profession: Portraits of Fourteen Countries. Special Report. Carnegie Foundation for the Advancement of**

Teaching, Princeton, NJ.

Report No.—ISBN-0-931050-53-7

Pub Date—96

Note—761p.

Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, Fifth Floor, San Francisco, CA 94104; telephone: 888-378-2537; fax: 800-605-2665 (\$20).

Pub Type—Books (010) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF4 Plus Postage. PC Not Available from EDRS.**

Descriptors—College Environment, \*College Faculty, Comparative Analysis, Comparative Education, Compensation (Remuneration), Educational Resources, Faculty College Relationship, Faculty Development, Faculty Promotion, Faculty Publishing, Faculty Workload, \*Foreign Countries, Higher Education, International Education, Participative Decision Making, Questionnaires, Teacher Administrator Relationship

This analysis of the academic profession in 14 nations was based on responses received from an international survey of nearly 20,000 college and university faculty members from Australia, Brazil, Chile, England, West Germany, Hong Kong, Israel, Japan, Korea, Mexico, Netherlands, Russia, Sweden, and the United States. Data were analyzed and portraits, including more than 300 tables and charts, were prepared by researchers and scholars in the respective countries. After a foreword by Ernest L. Boyer, chapters include: "The Academic Profession in International Perspective" (Philip G. Altbach and Lionel S. Lewis); "The Australian Academic Profession" (Barry A. Sheehan and Anthony R. Welch); "The Academic Profession in Korea" (Sung-Ho H. Lee); "The Academic Profession in Japan" (Akira Arimoto); "The Future of the Hong Kong Academic Profession" (Gerard A. Postiglione); "The Academic Profession in Brazil" (Simon Schwartzman and Elizabeth Balbachovsky); "The Chilean Academic Profession: Six Policy Issues" (Ernesto Schiefelbein); "The Mexican Academic Profession" (Manuel Gil Antón); "The American Academic Profession" (J. Eugene Haas); "The Academic Profession in England on the Eve of Structural Reform" (Oliver Fulton); "The Academic Profession in Germany (Jurgen Enders and Ulrich Teichler); "The Dutch Professoriate" (Peter A. Geurts and others); "The Academic Profession in Sweden" (Goran Blomqvist, Hans Jalling, and Karsten Lundqvist); "The Academic Profession in Russia" (Brian L. Levin-Stankevich and Alexander Savelyev); and "The Academic Profession in Israel: Continuity and Transformation" (Michael Chen and others). Appendices include: "The International Survey of the Academic Profession, 1991-1993: Methodological Notes" (Mary Jean Whitelaw); a list of members of the research team; and a copy of the survey instrument. (Contains extensive reference notes.) (CH)

**ED 408 904** HE 030 223

Schlachter, Gail Ann Weber, R. David

**Financial Aid for the Disabled and Their Families, 1996-1998. A List of Scholarships, Fellowships/Grants, Loans, Grants-in-Aid, Awards, and Internships Designed Primarily or Exclusively for Persons with Disabilities and Members of Their Families; State Sources of Benefits; and Reference Sources on Financial Aids.**

Report No.—ISBN-0-918276-36-5; ISSN-0898-9222

Pub Date—96

Note—349p.; For the previous edition, see ED 301 094.

Available from—Reference Service Press, San Carlos Industrial Park, 1100 Industrial Road, Suite 9, San Carlos, CA 94070; telephone: 415 594-0743; fax: 415 594-0411 (\$39.50).

Pub Type—Books (010) — Reference Materials - Directories/Catalogs (132)

**Document Not Available from EDRS.**

Descriptors—Access to Education, \*Categorical Aid, Dependents, \*Disabilities, Eligibility, Family Programs, Fellowships, \*Financial Aid Applicants, Grants, Higher Education, Intern-



ship Programs, Job Training, Paying for College, Private Agencies, Scholarships, \*State Aid, State Programs, \*Student Financial Aid, Student Loan Programs, Visual Impairments, Vocational Education, Work Experience Programs

This biennial directory of educational services for the disabled and their families lists 1,052 programs, services, and directories designed primarily or exclusively for persons with disabilities and members of their families, sources of state benefits, and other financial aid directories. An introductory section explains the purpose of the directory, shows a sample entry, and explains how to use it. Each program description usually includes the name of the organization offering the service, the defined purpose of the program, eligibility requirements, financial data (dollars granted), duration, number of awards offered annually, and application deadline. Program descriptions are categorized by type of award—scholarship, fellowship, grant, loan, grant-in-aid, award, or internship and also according to type of disability, including disabilities in general, orthopedic and developmental disabilities, hearing disabilities, visual disabilities, communication and other disabilities, or for families of the disabled. A section on state benefits includes a list of state financial aid offices, student loan programs, and vocational rehabilitation services. A bibliography of financial aid directories is organized according to type of award. Also included in this section are several indexes: a program title index, a sponsoring organization index, residency index, tenability (geographic locations where the programs listed may be used) index, subject index, and calendar index (application filing dates). (CH)

ED 408 905 HE 030 224

Schlachter, Gail Ann Weber, R. David

**Financial Aid for Veterans, Military Personnel and Their Dependents, 1996-1998. A List of Scholarships, Fellowships/Grants, Loans, Grants-in-Aid, Awards, and Internships Designed Primarily or Exclusively for Veterans, Military Personnel, and Their Dependents; State Sources of Benefits; and Reference Source on Financial Aids.**

Report No.—ISBN-0-918276-37-3; ISSN-0896-7792

Pub Date—96

Note—321p.; For the previous edition, see ED 331 435.

Available from—Reference Service Press, San Carlos Industrial Park, 1100 Industrial Road, Suite 9, San Carlos, CA 94070; telephone: 415 594-0743; fax: 415 594-0411 (\$39.50).

Pub Type—Books (010) — Reference Materials - Directories/Catalogs (132)

**Document Not Available from EDRS.**

Descriptors—Access to Education, Awards, \*Categorical Aid, Dependents, Eligibility, Fellowships, \*Financial Aid Applicants, Grants, Grantsmanship, High Schools, Higher Education, Internship Programs, Job Training, \*Military Personnel, Nontraditional Students, Paying for College, Private Agencies, Scholarships, \*State Aid, State Programs, \*Student Financial Aid, Student Loan Programs, \*Veterans Education, Vocational Education, Work Experience Programs

This directory lists 1,207 student financial aid programs or other services designed primarily or exclusively for veterans, military personnel, and their dependents. An introduction provides a sample entry and explains how to use the directory. The section on financial aid programs is organized, first, by type of aid scholarship, fellowship or grant, loan, grant-in-aid, award, or internship and then by recipient veteran, military personnel, or dependent. Program descriptions list the name and address of the sponsoring organization, the defined purpose, eligibility requirements, financial data (dollars granted), duration, number of awards granted annually, and application deadline. Another section on state benefits includes a list of state financial aid offices, student loan programs, and state veteran agencies. An annotated bibliography of financial aid directories is organized according to type of aid. Included also are several indexes: program title, sponsoring orga-

nization name, residency requirements, tenability (geographic locations where the programs listed may be used) requirements, subject (type of program), and calendar index (application filing dates). (CH)

ED 408 906 HE 030 247

Goldenberg, Dan And Others

**The Effects of the 1992 Higher Education Amendments: Evidence from Pell Program Data and a Survey of Pell Grant Recipients. National Student Loan Data System (NSLDS) Verification Study.**

Westat, Inc., Rockville, MD.

Spons Agency—Department of Education, Washington, DC. Planning and Evaluation Service.

Pub Date—Jan 97

Contract—LC-92062001

Note—164p.

Pub Type—Reports - Evaluative (142)

**EDRS Price — MF01/PC07 Plus Postage.**

Descriptors—Access to Education, Economically Disadvantaged, Educational Legislation, Educationally Disadvantaged, \*Eligibility, Federal Legislation, Federal Programs, Federal Regulation, Grants, Higher Education, \*Need Analysis (Student Financial Aid), Parent Financial Contribution, Policy Formation, Program Evaluation, \*Self Supporting Students, \*Student Financial Aid

Identifiers—\*Higher Education Act Amendments 1992, National Student Loan Data System, \*Pell Grant Program

The 1992 reauthorization of the Higher Education Act (HEA) made changes in the need analysis formulas that determine the expected family contribution (EFC) used in awarding Title IV Federal student aid, altered the definition of an independent student, lowered the family size offset for independent students without dependents, eliminated home equity from the need analysis formula, and raised the income limit for filing the simplified needs form from \$15,000 to \$50,000. This report analyzes the effects of these changes and reports the results of a survey of Pell Grant Recipients. The analysis shows that: (1) the change in the need analysis rules affected the majority of student aid applicants with more students losing EFC increases than gaining eligibility; (2) the major factor affecting changes in students' EFCs from 1992-93 to 1993-94 was the change in the need analysis rules and not changes in the students' circumstances; (3) the group of students most adversely affected by the change in the need analysis rules were independent students without dependents; (4) students' probability of reapplying for aid was not related to rules changes; and (5) the changes did not impact students' educational behavior. Appended are the survey instrument and a breakdown of responses. (JLS)

ED 408 907 HE 030 248

Bennett, Michael J.

**When Dreams Came True: The GI Bill and the Making of Modern America.**

Report No.—ISBN-1-57488-041-1

Pub Date—96

Note—335p.

Available from—Brassey's, Inc., 1313 Dolley Madison Blvd., Suite 401, McLean, VA 22101 (\$27.95).

Pub Type—Books (010) — Reports - General (140)

**Document Not Available from EDRS.**

Descriptors—Academic Aspiration, American Dream, Change Agents, Educational Change, \*Educational History, Federal Aid, \*Federal Legislation, Grants, Higher Education, Military Personnel, \*Social Change, \*Social History, \*Student Financial Aid, United States History, \*Veterans, World War II

Identifiers—\*G I Bill

This history of the GI Bill of Rights, enacted in 1944, describes how its provisions affected 16 million veterans. The legislative history of the Bill reflects how support and criticism grew from the various political views in Congress and the nation during and immediately after World War II. Through the GI Bill, 7.8 million veterans received education benefits and 8.5 received unemployment assistance. The Bill also provided access to low

interest mortgages and thus helped spur the growth of suburbs. The growth of the American middle class was stimulated by the economic growth related to the Second World War, and by the education and housing provisions of the GI Bill. In 1942, 213,000 college degrees were conferred and in 1951, 454,000. In less than a decade, the number of graduates more than doubled and the number of new two- and four-year colleges increased by 10 percent. The GI Bill impacted higher education in other ways, including greater student diversity and more social integration. The impacts of the initial GI Bill and its successors extended beyond educational access and into modern American society. (Individual chapters contain references.) (JLS)

ED 408 908 HE 030 250

**Alternative Diversity Criteria: Analyses and Recommendations. A Report by Advisory Committee on Criteria for Diversity.**

Texas Higher Education Coordinating Board, Austin.

Pub Date—Jan 97

Note—721p.

Available from—Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, TX 78711; phone: 512-483-6130; fax: 512-483-6127; World Wide Web: <http://www.thecb.state.tx.us>.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

**EDRS Price — MF04/PC29 Plus Postage.**

Descriptors—\*Access to Education, \*Admission Criteria, \*Affirmative Action, College Admission, College Entrance Examinations, College Role, Compliance (Legal), Court Litigation, Cultural Differences, Disadvantaged Youth, \*Diversity (Student), Economically Disadvantaged, \*Educational Policy, Ethnicity, Higher Education, Minority Groups, Political Influences, Politics of Education, Racial Factors, School Policy, Social Change

Identifiers—American College Testing Program, \*Hopwood v Texas, Scholastic Assessment Tests, \*Texas

This report presents conclusions and recommendations of a study of possible criteria to define educationally underserved populations in Texas in light of the 1994 Court decision (Hopwood v. Texas) ending the use of racial quotas. The study identified qualitative variables related to social and cultural factors and 10 quantitative criteria (such as socioeconomic background, first-generation college status, and financial status of student's school district). The study came to eight major conclusions including that: (1) there is no single criterion or combination of criteria that will produce the same level of minority participation as prior to the Hopwood decision; (2) institutions using selective admission procedures may have decreased minority applications; and (3) the use of standardized tests (such as the Scholastic Assessment Tests (SAT) and the American College Testing (ACT) program) unduly limits admissions of underserved populations. Twenty-one specific recommendations are made and organized into those for the Texas Higher Education Coordinating Board, for the legislature, and for Texas institutions of higher education. After an executive summary, the report presents the full qualitative and quantitative analyses of alternative diversity criteria (including extensive data tables). Appended is a survey of the research on the predictive validity of College Board admissions tests. (Contains 54 references.) (DB)

ED 408 909 HE 030 252

**The Advisory Committee on Women and Minority Faculty and Professional Staff. Final Report.**

Texas Higher Education Coordinating Board, Austin.

Pub Date—Jan 97

Note—35p.

Available from—Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, TX 78711; phone: 512-483-6130; fax: 512-483-6127; World Wide Web: <http://www.thecb.state.tx.us>.

ecb.state.tx.us.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Affirmative Action, Black Students, Black Teachers, Blacks, College Administration, College Faculty, \*Diversity (Faculty), Educational Environment, \*Faculty Promotion, \*Faculty Recruitment, Females, Higher Education, Hispanic Americans, \*Minority Group Teachers, School Policy, Social Change, \*Teacher Persistence, Trend Analysis, \*Women Faculty

Identifiers—Hispanic American Students, \*Texas

The Texas Advisory Committee on Women and Minority Faculty and Professional Staff sought to identify strategies that would increase the number of women and minority faculty and professional staff at institutions of higher education in Texas. The work of the Committee was divided into four subcommittees: (1) Pipeline/Pool; (2) Recruitment; (3) Promotion; and (4) Retention. Among the Pipeline/Pool subcommittee's recommendations were: increase number of Black and Hispanic students to reach institutional minority enrollment and retention goals, expand collaborative K-12 partnerships to prepare minority students for college, improve transfer rates from two-year to four-year colleges, and simplify financial aid application system. Recommendations regarding faculty recruitment included: communicate the state's commitment to diversity, recruit for faculty at historically Black colleges and universities, and provide professional opportunities for newly hired minorities. Among recommendations concerning women faculty and staff promotion were: increase mentoring, offer faculty development programs in effective teaching, provide on-campus day care, and offer administrative training internships. Finally, recommendations regarding retention of women and minority faculty and staff included increasing the emphasis on equity issues and accountability. Individual sections for each subcommittee provide a statement of the problem, a review of the literature, benchmarks across the state and nation, recommendations, and conclusions. (JLS)

**ED 408 910 HE 030 253**

**Enrollment Forecasts 1997-2010. Texas Institutions of Higher Education. Study Paper 27. Revised.**

Texas Higher Education Coordinating Board, Austin.

Pub Date—Jan 97

Note—64p.

Available from—Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, TX 78711; phone: 512-483-6130; fax: 512-483-6127; World Wide Web: <http://www.thecb.state.tx.us>.

Pub Type—Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Community Colleges, Educational Policy, Enrollment, Enrollment Influences, \*Enrollment Projections, Enrollment Trends, Higher Education, Long Range Planning, Public Policy, \*State Universities, \*Statewide Planning, Technical Institutes, Two Year Colleges

Identifiers—\*Texas

This report contains enrollment projections for public higher education in Texas from 1997 through 2010. Based on current population projections and recent patterns in college and university attendance, enrollment in Texas institutions is expected to reach one million by the year 2005. Enrollment in public universities is expected to increase approximately 3.14 percent from 1995 to 2000, 3.99 percent from 2000 to 2005, and 3.49 percent from 2005 to 2010. One of the highest priorities of Texas higher education is to increase minority representation through enrollment and retention. It is projected that by the year 2010, Hispanic and Black enrollment rates will be at parity with Anglo/Other rates for 1995. By 2010, the ethnic mix of students enrolled in Texas higher education will approximate the ethnic mix for the general population of Texans in the same age range. Tables provide detail on: fall headcount enrollment forecasts at all institutions of higher education and at Texas public universities; enrollment forecasts and forecasted changes for commu-

nity colleges and technical colleges; fall resident enrollment by age and ethnicity for public universities, community colleges, and technical colleges; and fall enrollment by resident and nonresident status for public universities, community colleges, and technical colleges. (JLS)

**ED 408 911 HE 030 254**

**Administrative Expenditures in Texas Public Universities, 1996.**

Texas Higher Education Coordinating Board, Austin.

Pub Date—Dec 96

Note—35p.

Available from—Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, TX 78711; phone: 512-483-6130; fax: 512-483-6127; World Wide Web: <http://www.thecb.state.tx.us>.

Pub Type—Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrators, Budgeting, \*College Administration, Community Colleges, Comparative Analysis, \*Expenditures, Financial Audits, Graphs, Higher Education, \*Public Colleges, \*Resource Allocation, Salaries, State Agencies, State Colleges, State Universities, Statewide Planning, Trend Analysis

Identifiers—\*Texas

This document presents text and graphs to provide an overview of administrative expenditures in institutions of higher education in Texas. Administrative expenditure indicators at Texas public senior universities are compared with each other, with national averages, and with averages of the 10 states nearest Texas in population. In constant dollars, most indicators suggest the administrative expenditures are unchanged or slightly lower between fiscal years 1980 and 1995. Three indicators related to space used for administration show increases. Based on nine indicators of administrative expenditures in Texas universities from 1980 to 1995 and comparisons of fiscal year 1996 administrative salaries, it is concluded that: (1) average expenditures for administration are low when compared to national averages and averages in the 10 other most populous states; (2) Texas administrative expenditures decreased by 10 percent between fiscal year 1980 and 1994 against national data adjusted for inflation; (3) salaries for key administrative officers tend to be lower in Texas than national medians; and (4) there are large variations in administrative expenditures as a percent of total instructional expenditures within Texas. Figures and tables show national data and Texas statewide and institutional comparisons. Appendices provide definitions of key terms and technical notes. (Contains 13 references.) (JLS)

**ED 408 912 HE 030 255**

**Improving Student Achievement through Partnerships.**

American Association for Higher Education, Washington, DC.

Pub Date—92

Note—52p.; Papers presented at the National Conferences on School/College Collaboration (1st, Chicago, IL, June 17-20, 1990 and 2nd, Atlanta, GA, June 23-26, 1991).

Available from—American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110; phone: 202-293-6440; fax: 202-293-0073 (\$12).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Academic Achievement, Academic Standards, Black Students, Change Strategies, College Bound Students, College Role, \*College School Cooperation, Cooperative Programs, Cultural Influences, \*Educational Change, \*Educational Improvement, Elementary Secondary Education, Failure, Higher Education, Leadership, Personnel Policy, Professional Development, Public Schools,

School Personnel, Student School Relationship, Teacher Education, Urban Education

These three papers address educational improvement through partnerships between institutions of higher education and elementary/secondary schools. In the first paper, "Partnerships for America's Children," Kati Perry Haycock challenges educators in elementary/secondary schools and in higher education to use partnerships to create a continuum for systematizing teaching and learning excellence, K-16. The second paper, "Overcoming Barriers to Change," by Phyllis Hart, describes an intervention program, College Core, in an urban Los Angeles high school. This support program involving students, teachers, parents, and the community has boosted the high school's college-going rate from 15 percent to 65 percent. The third paper, "School Success for Black Students" (Jacqueline Irvine) discusses the issue of school failure of African American students and the role of failed cultural synchronization between students who fail and their schools. Examples are offered of how this cultural discontinuity in formal and informal communications can cause friction and misinterpretation and lead to lower student achievement. (Contains 23 references.) (JLS)

**ED 408 913 HE 030 256**

**Stool, Carol And Others**

**What Works. School/College Partnerships To Improve Poor and Minority Student Achievement.**

American Association for Higher Education, Washington, DC.

Pub Date—92

Note—94p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC, 20036-1110; phone: 202-293-6440; fax: 202-293-0073 (\$15).

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Academic Achievement, Access to Education, Change Strategies, College Bound Students, College Role, \*College School Cooperation, Community Colleges, Dropout Prevention, Early Identification, \*Educational Change, Elementary Secondary Education, Higher Education, Leadership, \*Low Income Groups, \*Minority Groups, Professional Development, Program Descriptions, Public Schools, Research Needs, School Personnel, State Universities, Teacher Education

This guide provides an overview of the types and dimensions of partnership programs between institutions of higher education and elementary or secondary schools, how they operate, and their importance as a strategy for educational reform. The guide is divided into four parts which cover: (1) background context; (2) strategies used by successful programs; (3) descriptions of partnerships to improve student achievement within various categories of focus; and (4) sources of additional information about collaboration. Descriptions of early identification programs include those at the University of Missouri at St. Louis, George Mason University (Virginia), and Ohio State University. Descriptions of dropout prevention programs include those at Virginia Commonwealth University, Kean College (New Jersey), and Rancho Santiago Community College (California). Program descriptions focusing on curriculum and teaching include Hunter College (New York), University of California at Santa Cruz, and the University of California at Berkeley. Also described are college access programs at Connecticut College, the University of Missouri at St. Louis, Dickinson College (Pennsylvania), Wabash College (New Jersey), and Xavier University (New Orleans). Programs organized as schools on college campuses include Shelby State Community College (Tennessee) and LaGuardia Community College (New York). Comprehensive programs are described for Maricopa Community Colleges (Arizona), University of California at Irvine, the Hispanic Association of Colleges and Universities (Texas), and Arizona State University (JLS)

**ED 408 914** HE 030 257**NACUBO Endowment Study, 1993.**

Cambridge Associates, Inc., Boston, MA.; National Association for Humane and Environmental Education, East Haddam, CT.

Report No.—ISSN-1067-8301

Pub Date—94

Note—398p.; For the 1992 edition, see ED 354 811.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036-1178 (\$55 members, \$85 nonmembers).

Pub Type—Numerical/Quantitative Data (110) — Reports — Evaluative (142)

**EDRS Price — MF01/PC16 Plus Postage.**

Descriptors—Business Administration, Colleges, \*Educational Finance, \*Endowment Funds, Higher Education, \*Investment, Money Management, National Surveys, Private Colleges, Public Colleges, Resource Allocation, Tables (Data), Universities

Identifiers—\*Return on Investment

This report presents the results of a 1993 study of the performance and management of college and university endowments, based on data collected from 437 member institutions of the National Association of College and University Business Officers (NACUBO). Part 1 offers highlights of the study results including that: 9 percent of institutions represent 57.8 percent of total endowments; the mean return on endowment investments for 1993 was 13.3 percent; and the average endowment spending rate was 4.2 percent. Part 2 presents statistical data and other information in 32 exhibits, addressing: (1) general endowment characteristics by institution type, institutions ranked by market value of assets, assets per full-time equivalent (FTE) student, and public and private institutions ranked by assets per FTE student; (2) growth, including endowment growth and market indexes, spending rates, spending rules, and gift flow rates; (3) asset allocation and asset allocation by institution; (4) general characteristics of investment pools, including assets and institutions grouped by size of investment pool; (5) investment pool performance, including nominal returns, average annual compound nominal returns and cumulative nominal returns by institution, and similar information for real returns; (6) asset allocation by investment pool; and (7) management fees. Two appendices contain a glossary and descriptions of market indexes. A list of firms that contributed to funding the study concludes the report. A separately published executive summary and a formal acknowledgment booklet listing contributors to the study by level of gift and with brief descriptions of each donor are also provided. (JLS)

**ED 408 915** HE 030 260

Daniel, John S.

**Mega-Universities and Knowledge Media: Technology Strategies for Higher Education.**

Report No.—ISBN-0-7494-2119-3

Pub Date—96

Note—212p.

Available from—Stylus Publishing, Inc. 22883 Quicksilver Drive, Sterling, VA 20166-2012 (\$39.95).

Pub Type—Books (010) — Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors—\*Comparative Education, Computer Assisted Instruction, Computer Managed Instruction, Computer Uses in Education, \*Distance Education, Educational Innovation, \*Educational Media, Educational Technology, Electronic Classrooms, External Degree Programs, \*Foreign Countries, Higher Education, Information Technology, Mass Media Use, Nontraditional Education, \*Open Universities, Telecommunications, Telecourses

This book explores the essentials of distance education and reviews issues facing large open universities (mega-universities) worldwide. It uses examples from industry and the knowledge media, to show how technology-based learning can be made attractive both to students and to institutions. The book's eight chapters, including 10 figures and 5 tables, cover: "University Renewal for a New Mil-

lennium," "Challenges on Campus," "The Mega-Universities," "The Essentials of Distance Education," "Universities and Competitive Advantage," "Making Technology Attractive," "The Knowledge Media," and "Implementing a Technology Strategy." An appendix includes profiles of 11 mega-universities: The China TV University System; The Centre National d'Enseignement a Distance (France); The Indira Gandhi National Open University (India); Universitas Terbuka (Indonesia); Payame Noor University (Iran); The Korea National Open University; The University of South Africa; Universidad Nacional de Educacion a Distancia (Spain); Sukhothai Thammathirat Open University (Thailand); Anadolu University (Turkey); and The Open University (United Kingdom). (The bibliography contains 225 entries.) (CH)

**ED 408 916** HE 030 261

Salmon, Phillida

**Achieving a PhD—Ten Students' Experience.**

Report No.—ISBN-0948080-59-0

Pub Date—92

Note—122p.

Available from—Stylus Publishing, Inc. 22883 Quicksilver Drive, Sterling, VA 20166-2012 (\$18).

Pub Type—Books (010) — Opinion Papers (120) — Reports — Descriptive (141)

**Document Not Available from EDRS.**

Descriptors—College Students, \*Doctoral Degrees, \*Doctoral Dissertations, Foreign Countries, Graduate School Faculty, Graduate Study, Higher Education, Narration, Personal Narratives, \*Student Development, \*Student Experience, Student Journals, Teacher Student Relationship

Identifiers—United Kingdom

This book offers first-hand, personal dialogues about the experience of completing a doctoral dissertation. The group of 10 students at Warwick University (United Kingdom) who contributed their impressions had been together for 3 years; 3 had already completed their doctorates while the others' projects were still incomplete. The book is organized in two parts. The first two chapters, "The Character of PhD Research" and "PhD Supervision," present the view that doctoral research is a process, rather than an outcome or product. The second part of the book deals with students' own views of their experiences. First, a brief profile introduces each of the contributors. The remaining chapters follow particular themes, illustrating them with extracts from jotted notes and writings by the students; they voice the students' impressions and feelings about undertaking a doctoral dissertation the sense of passion needed, the "crumbly cake" of methodology, how they experienced supervision, and how they managed their projects. Finally, an epilogue, "Being a Supervisor," gives the supervisor's account of her experience supervising the doctoral process. (Contains 23 references.) (CH)

**ED 408 917** HE 030 262

Chalmers, Denise Fuller, Richard

**Teaching for Learning at University: Theory and Practice. Teaching and Learning in Higher Education Series.**

Report No.—ISBN-0-7494-2041-3

Pub Date—96

Note—164p.

Available from—Stylus Publishing, Inc. 22883 Quicksilver Drive, Sterling, VA 20166-2012 (\$25).

Pub Type—Books (010) — Guides — Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Accounting, Case Studies, Cognitive Processes, \*College Instruction, Early Childhood Education, Excellence in Education, Foreign Countries, Higher Education, Independent Study, Information Science Education, \*Instructional Effectiveness, Language Skills, Learning Processes, \*Learning Strategies, Science Course Improvement Projects, \*Self Management, Self Motivation, \*Staff Development, Teacher Competencies, Teacher Education Programs, Teacher Education, Teacher Effectiveness, Teacher

Workshops, \*Teaching Experience, Teaching Methods, Teaching Skills

This book, written from a British perspective, offers several sets of teaching strategies at the university level strategies for acquiring information, for working with information to enhance understanding, for confirming learning, and for student self-management. In the first part, "Learning and Teaching at University," chapters cover various perspectives of learning and teaching, the theoretical framework of learning, how to teach learning strategies, and how assessment affects learning. The next part, "Learning and Teaching Strategies," cover strategies for acquiring information, for working with information, for confirming learning, for personal management, and teaching. The final section describes a staff development program developed and implemented by a group of 14 university teachers. It includes five case studies from different subject areas science, language studies, early childhood education, accounting, and information science, which describe the teachers' personal experiences. A final chapter offers recommendations and cautions for those developing and implementing a program to teach learning strategies. (Contains 100 references.) (CH)

**ED 408 918** HE 030 263

Anderson, Geoff And Others

**Learning Contracts. A Practical Guide.**

Report No.—ISBN-0-7494-1847-8

Pub Date—96

Note—150p.

Available from—Stylus Publishing, Inc. 22883 Quicksilver Dr., Sterling, VA 20166-2012 (\$29.95).

Pub Type—Books (010) — Guides — Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Academic Achievement, \*College Instruction, \*Educational Strategies, Foreign Countries, Higher Education, Individual Instruction, Learning Strategies, Management by Objectives, \*Mastery Learning, \*Motivation Techniques, \*Performance Contracts, Task Analysis, Teaching Methods

Identifiers—United Kingdom

Taking a how-to approach and a British perspective, with numerous lists and examples, this book presents the concept of learning contracts negotiated agreements between learners and instructors to achieve a specific learning goal for university and continuing education teachers. The book is organized in four parts: Part 1 is an introduction; it defines what a learning contract is and how it is used. Eight steps for developing a learning contract are outlined and a case study is provided. In Part 2 the elements of a learning contract are explained, including learning objectives, learning resources and strategies, products, and assessment criteria. Nine examples of various types of learning contracts are given. Part 3 discusses learners' and advisers' needs, and lists some of the advantages and disadvantages of learning contracts as perceived by learners, provides suggestions for addressing staff and learners' issues, and notes some organizational factors to be considered in implementing this strategy. The final section discusses variations in how learning contracts are used, applications for work-based learning, and the limitations of learning contracts. (Contains 50 references.) (CH)

**ED 408 919** HE 030 264

Dannells, Michael

**From Discipline to Development: Rethinking Student Conduct in Higher Education. ERIC Digest.**

ERIC Clearinghouse on Higher Education, Washington, DC.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-97-2

Pub Date—97

Contract—RR93002008

Note—4p.; For the full report, see HE 030 265.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University,



One Dupont Circle, Suite 630, Washington, DC 20036-1183 (\$1).

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Cheating, Citizenship Education, Codes of Ethics, \*Discipline, Discipline Policy, Discipline Problems, Due Process, Ethical Instruction, Higher Education, In Loco Parentis, Punishment, Sanctions, School Policy, Student Attitudes, \*Student Behavior, Student Rights

Identifiers—ERIC Digests

This digest organizes the complex and interrelated issues concerned with student discipline into four questions, and suggests ways in which colleges and universities can deal with the issues raised. In answering the first question about what might be a proper role for institutions to play in student discipline, it suggests that an appropriate model might be based on the moral/ethical principles of preventing harm, upholding freedom, and fostering community. A second question asks where should institution begin in reconsidering student discipline, and the it is suggested that the use of honor codes to address the issue of student cheating might be a good place to begin, while another might be the establishment of a "citizenship curriculum" to foster a more moral community. To answer the third question concerning what we still need to learn, the report notes several ways in which institutions can measure the effectiveness of their student discipline efforts. And, finally, in addressing the question of how campuses should change, the report suggests that campus disciplinary/judicial systems address student discipline problems more by developmental methods than with the current adversarial system. (CH)

ED 408 920 HE 030 265

Dannells, Michael

From Discipline to Development: Rethinking Student Conduct in Higher Education.

ASHE-ERIC Higher Education Report, Vol. 25, No. 2.

Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, DC; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISSN-0884-0040; ISBN-1-878380-74-5

Pub Date—97

Contract—RR93002008

Note—162p; For a digest of this report, see HE 030 264.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 (\$24).

Pub Type—Books (010) — ERIC Publications (071)

EDRS Price — MF01/PC07 Plus Postage.

Descriptors—Administrative Problems, Administrator Role, \*Cheating, Citizenship Education, Codes of Ethics, Counseling Services, \*Discipline, Discipline Policy, Discipline Problems, Due Process, Ethical Instruction, Higher Education, In Loco Parentis, \*Legal Responsibility, Moral Development, Punishment, Sanctions, \*School Counselors, School Policy, School Security, Student Attitudes, \*Student Behavior, Student Rights, Student School Relationship

Identifiers—Hoekema Model of Student Discipline

This book addresses the complex and interrelated issues concerning student discipline, and suggests ways for colleges and universities to deal with the issues raised. Twelve chapters cover: (1) "The History of Student Discipline"; (2) "Present-Day Concerns About Student Misconduct and Crime on Campus"; (3) "Definitions and Purposes of Student Discipline"; (4) "Who Misbehaves and Why?"; (5) "Academic Dishonesty"; (6) "Codes of Conduct: Legal Issues and Educational Considerations"; (7) "Hoekema's Model of Student Discipline"; (8) "The Organization and Administration of Campus Disciplinary/Judicial Systems"; (9) "Key Legal Issues in Student Discipline"; (10) "Student Discipline and Development Theory"; (11) "The Special Issue and Challenge of Disciplinary Counseling"; and (12) "Conclusions and Recommendations." Two appendices include a model student code, and a model statement of ethical principles and standards of conduct. (Contains 190 references.) (CH)

plinary/Judicial Systems"; (9) "Key Legal Issues in Student Discipline"; (10) "Student Discipline and Development Theory"; (11) "The Special Issue and Challenge of Disciplinary Counseling"; and (12) "Conclusions and Recommendations." Two appendices include a model student code, and a model statement of ethical principles and standards of conduct. (Contains 190 references.) (CH)

ED 408 921 I'E 030 266

Enrollment Projections, 1997-2006: Maryland Public Colleges and Universities.

Maryland State Higher Education Commission, Annapolis.

Pub Date—May 97

Note—59p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—\*Community Colleges, Declining Enrollment, Educational Demand, Enrollment, \*Enrollment Projections, Enrollment Trends, Full Time Students, Higher Education, Part Time Students, \*Public Colleges, \*State Universities, Statistical Data, Tables (Data), Trend Analysis, Two Year Colleges

Identifiers—\*Maryland

The highlights of this summary of enrollment projections for Maryland public colleges and universities for the years 1997-2006 note that: (1) total enrollment is projected to increase by 12 percent by the year 2006, considerably below earlier projections; (2) growth rates of full- and part-time students will vary considerably, with full-time enrollments projected to rise by 21 percent and part-time enrollments expected to rise by only 7 percent; (3) full-time graduate and professional enrollments are expected to increase by 15 percent by 2006; (4) enrollments at community colleges are projected to grow by 11 percent; and (5) of the additional students on campus by 2006, 87 percent will be undergraduates and 77 percent will be full-time undergraduates. Data tables, by college and by year, provide detailed projections for community colleges and for public four-year campuses. An appendix covers methodology used for the projections. (CH)

ED 408 922 HE 030 267

Survey of College Plans of Maryland High Ability Students.

Maryland State Higher Education Commission, Annapolis.

Pub Date—Apr 97

Note—13p.

Pub Type—Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Ability, \*Academically Gifted, \*College Bound Students, College Choice, Data Analysis, \*Financial Aid Applicants, High School Graduates, High School Seniors, High Schools, Higher Education, In State Students, Majors (Students), Paying for College, \*Private Colleges, \*Public Colleges, \*Student Financial Aid

Identifiers—\*Maryland

This report notes results of a survey of high-ability students who graduated from a Maryland high school in the spring of 1996. Survey respondents, 56 percent of whom were women, were asked what postsecondary institution they planned to attend; what reasons were most important to their decision; what was their intended academic major; and what financial aid package they were seeking. In text and tables the report summarizes demographic characteristics of respondents; presents data on college choice, noting that nearly 30 percent of students chose a Maryland campus; 54 percent selected an independent out-of-state institution; campuses chosen most frequently include Duke University, Harvard University, Massachusetts Institute of Technology, Stanford University, Princeton University, and Williams College; provides data on intended major for public and private out-of-state and public and private in-state attendees; notes percentage of cost covered by financial aid package by type of institution; and lists, by type of institution, factor ratings for choice of school. Appended to the

report is a copy of the survey questionnaire used. (CH)

ED 408 923 HE 030 268

Trends in Degrees and Certificates, by Program, Maryland Higher Education Institutions.

Maryland State Higher Education Commission, Annapolis.

Pub Date—May 97

Note—193p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price — MF01/PC08 Plus Postage.

Descriptors—Associate Degrees, Bachelors Degrees, Community Colleges, \*Degrees (Academic), Doctoral Degrees, \*Higher Education, \*Majors (Students), Masters Degrees, Private Colleges, Public Colleges, Special Degree Programs, State Colleges, State Universities, Statistical Data, Tables (Data), Technical Institutes, Trend Analysis, Two Year Colleges, Undergraduate Study, Vocational Education

Identifiers—\*Maryland

This report presents trend data for degrees and certificates, by program, for the years 1983-1996 for Maryland higher education institutions. Data tables are included for: (1) the following community colleges: Allegany; Anne Arundel; Baltimore City; Carroll; Catonsville; Cecil; Charles County; Chesapeake; Dundalk; Essex; Frederick; Garrett; Hagerstown Junior College; Harford; Howard; Montgomery College-Rockville; Takoma Park; and Germantown; Prince George's; and Wor-Wic; (2) the following public four-year colleges and universities: Bowie State; Coppin State; Frostburg State; Salisbury State; Towson State; University of Baltimore; University of Maryland-Baltimore, Baltimore County; College Park; Eastern Shore; and University College; Morgan State; and St. Mary's College of Maryland; and (3) the following independent colleges and universities: Baltimore Hebrew University; Baltimore International Culinary College; Capitol College; Columbia Cultural Institute; Columbia Union; Eastern Christian College; Goucher College; Hagerstown Business College; Harry Lundeberg School of Seamanship; Hood College; Johns Hopkins University; Loyola College; Maryland College of Art & Design; Maryland Institute College of Art; Mount St. Mary's College; Ner Israel Rabbinical College; College of Notre Dame of Maryland; Peabody Institute; Potomac College; St. John's College; St. Mary's Seminary & University; Sojourner-Douglass College; Traditional Acupuncture Institute; Villa Julie College; Washington Bible College; Washington College; Washington Theological Union; and Western Maryland College. (CH)

ED 408 924 HE 030 269

Study of the Effectiveness of "Privatizing" Remedial Services.

Maryland State Higher Education Commission, Annapolis.

Pub Date—May 97

Note—12p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Community Colleges, Compensatory Education, Educational Assessment, Higher Education, Instructional Effectiveness, \*Privatization, Program Effectiveness, Program Evaluation, Remedial Instruction, Remedial Mathematics, \*Remedial Programs, Statistical Analysis, Tutorial Programs, \*Tutoring, Two Year Colleges

Identifiers—\*Maryland, Sylvan Learning Systems

This study evaluated a pilot project for privatizing or outsourcing remedial education programs in the state of Maryland. The program was conducted by the mathematics department at Howard Community College and Sylvan Learning Systems, a Baltimore-based tutoring company, and covered four periods the summer, spring, and fall semesters of 1995 and the fall semester of 1996. Implementation varied across the semesters from students not being aware that classes were taught by Sylvan instructors to students having the choice of selecting the Sylvan program and paying a tuition surcharge for the

reduced student/teacher ratio. Generally, there were minimal differences in achievement between remedial courses taught by Sylvan and those taught by the College. Both Howard and Sylvan staff evaluations were generally positive, as were student evaluations. Sylvan reported a lack of short-term profitability but a belief that a cost-effective model can be developed and applied in other partnerships with colleges and universities. (CH)

**ED 408 925** HE 030 270

Grayson, J. Paul

**Using Surveys To Measure "Value Added" in Skills in Four Faculties. Working Paper.**

York Univ., Toronto (Ontario). Inst. for Social Research.

Report No.—ISBN-1-55014-327-7

Pub Date—Jun 97

Note—42p.

Available from—Institute for Social Research, York University, 4700 Keele Street, North York, Ontario, Canada M3J 1P3.

Pub Type—Numerical/Quantitative Data (110) — Opinion Papers (120)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Cognitive Processes, College Freshmen, \*College Outcomes Assessment, \*Communication Skills, \*Critical Thinking, \*Educational Assessment, Foreign Countries, Graduates, Higher Education, \*Learning Experience, Outcomes of Education, Questionnaires, \*Skill Analysis, Statistical Analysis, Student Development, Surveys, Tables (Data), Thinking Skills

Identifiers—Canada, \*York University ON

This study tested the amount of value added to critical and communication skills by the university experience using a strategy that compared the skills of entering and graduating students at York University (Ontario). The study involved, first, identifying skills that might be improved over the course of a university education; second, developing survey questions that measured skills for entering and graduating students at four faculties; and third, performing covariance analysis of survey results for entering and graduating students. Data were generated by three questionnaires, with response rates ranging from 55 to 58 percent for two surveys in the fall of 1995 to 58 percent one conducted in the summer of 1996. Eight tables detail skill categories and topics; list characteristics of survey respondents; correlate skills and grades for entering students, for graduating students, by gender, by ethnic origin, and by home language; and provide Z-scores to assess value added for entering and graduating students. Overall, graduating students were found to have better-developed skills than entering students. The paper also focuses on the rationale for the relatively cost-effective research design. (Contains 30 references.) (CH)

**ED 408 926** HE 030 271

Chi, Hsi-sheng

**Toward a Global Community of Scholars. The Special Partnership between the Carnegie Foundation for the Advancement of Teaching and China's National Center for Education Development Research, 1988-1997.**

Carnegie Foundation for the Advancement of Teaching.

Report No.—ISBN-0-931050-61-8

Pub Date—97

Note—91p.

Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, Fifth Floor, San Francisco, CA 94104; telephone: 1-888-378-2537; fax: 1-800-605-2665 (\$12).

Pub Type—Books (010) — Reports - Descriptive (141)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Community Colleges, \*Comparative Education, \*Cross Cultural Studies, \*Educational History, \*Elementary Education, Foreign Countries, \*Foundations of Education, Higher Education, Interaction, \*International Cooperation, International Educational Exchange, International Organizations, Interna-

tional Programs, Philanthropic Foundations, Seminars

Identifiers—\*China

This volume traces the history of a collaboration between the Carnegie Foundation for the Advancement of Teaching and China's National Center for Education Development Research. The collaboration, which began in 1988, was initiated to conduct a comparative study of education in the two countries through information exchanges and seminars. Initially, it focused on five major themes: autonomy and accountability, diversity, localization, curriculum, and quality and assessment. In 1992, two other areas of inquiry were added: reform of primary education and development of higher education in relation to technology. The book traces the history and accomplishments of the collaboration. In separate sections the book reviews the mission and functions of both the Carnegie Foundation and the National Center and the beginning of the partnership; notes the highlights, scope, and nature of the exchange activities from 1988 through 1997; describes a community college program; and assesses the impact of the exchange. Also included is a tribute to the late Dr. Ernest L. Boyer; suggestions for future American-Chinese exchanges; and a look toward the next century. Appendixes include a list of delegates to the yearly exchanges, and copies of the original 1988 agreement and the 1992 agreement which extended the collaboration. (CH)

**ED 408 927** HE 030 272

Sandler, Bernice Resnick Hoffman, Ellen

**Teaching Faculty Members To Be Better Teachers. A Guide to Equitable and Effective Classroom Techniques.**

Association of American Colleges and Universities, Washington, DC.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date—Feb 92

Note—21p.; A companion videotape, also part of the program, is not available from EDRS.

Available from—Association of American Colleges & Universities, 1818 R St. N.W., Washington, DC (\$5); Companion videotape available from: NAK Productions, 1422 Fenwick Lane, Silver Spring, MD 20910 (\$195 plus \$5 shipping and handling).

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Check Lists, Classroom Techniques, \*College Faculty, \*College Instruction, Educational Strategies, Females, Higher Education, Inservice Teacher Education, Instructional Materials, Role Playing, \*Sex Bias, Sex Fairness, Sex Stereotypes, Sexism in Language, Teacher Effectiveness, \*Teacher Workshops, Teaching Guides, Teaching Methods

This guide is intended to be used with a videotape in conducting a campus workshop for faculty on equitable and effective teaching techniques. Part 1 of the material covers the minutiae of conducting a campus workshop such as planning, location, schedule, handouts, facilitators, step-by-step instructions, and evaluation. Included are a sample invitation letter, checklists of the materials needed for the workshop, a list of agenda points, a gender communications quiz, suggestions for role playing, a list of strategy overview points, and evaluation tips. Also included are two optional exercises: one dealing with the "chilly classroom" and the other with gender issues. Part 2 discusses how to recognize and deal with inequitable and inadvertent behaviors, and the effect of differential treatment. It suggests ways to warm up a chilly climate and to help teachers become more effective. Also included are two checklists to assess faculty member behavior; a humorous one on how to discourage women from participating in class and the other listing ten ways to encourage women to talk in class. (Contains 31 reference notes and 14 suggested readings.) (CH)

**ED 408 928** HE 030 273

**Spanning the Chasm: Corporate and Academic Cooperation To Improve Work-Force**

**Preparation. Task Force on High-Performance Work and Workers: The Academic Connection.**

Business-Higher Education Forum, Washington, D.C.; American Council on Education, Washington, DC.

Pub Date—Jan 97

Note—61p.

Available from—Business-Higher Education Forum, One Dupont Circle, Suite 800, Washington, DC 20036-1193.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—\*Business Responsibility, Corporate Support, Corporations, \*Education Work Relationship, Educational Assessment, Employment Qualifications, Excellence in Education, Graduate Surveys, Higher Education, Job Skills, Labor Force Development, Outcomes of Education, \*Partnerships in Education, Relevance (Education), \*Role of Education, \*School Business Relationship, School Effectiveness, Science and Society, Student Development, Student Evaluation, Technological Literacy

This study, conducted by a task force that interviewed corporate and campus officials at 10 corporations and 12 universities and colleges during 1994-96, examined how well undergraduate, graduate, and professional students in the United States are being prepared to meet the demands of the modern high-performance workplace. The study found conflicting views. Business leaders saw higher education professionals as being unwilling to change in any time frame, holding narrow views of academic disciplines, failing to consider career needs, expecting support without accountability, and operating inefficiently. Academic respondents, on the other hand, complained that business leaders proposed making major changes in short time frames, provided vague descriptions of the skills they sought in new employees, sent inconsistent messages, failed to understand the difference between education and training, and were too focused on profit. The report offers sample quotes from corporate respondents, people on campus, and recent graduates. It suggests several models for better cooperation between the two sectors. Appended to the report is a list of the Business-Higher Education Forum members. (CH)

**ED 408 929** HE 030 274

McCormick, Alexander C. Carroll, C. Dennis

**Transfer Behavior among Beginning Postsecondary Students: 1989-94. Postsecondary Education Descriptive Analysis Reports. Statistical Analysis Report.**

MPR Associates, Berkeley, CA.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—ISBN-0-16-049061-8; NCES-97-266

Pub Date—Jun 97

Note—89p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—Academic Persistence, \*Attendance Patterns, \*College Attendance, College Credits, \*College Transfer Students, \*Community Colleges, Educational Mobility, Enrollment, Higher Education, Longitudinal Studies, National Surveys, Outcomes of Education, Public Colleges, Statistical Analysis, \*Student Mobility, Transfer Students, Trend Analysis, Two Year Colleges

Identifiers—\*Beginning Postsecondary Students Long Study

This report analyzes patterns of undergraduate transfer behavior of students who entered postsecondary education during the academic year 1989-90. Data were derived from the spring 1994 follow-up of the 1990 Beginning Postsecondary Students Longitudinal Study. The report notes that attendance at multiple institutions is widespread; at 4-year institutions almost half of beginning students enrolled elsewhere within 5 years, although only 25 percent transferred; and at community colleges, 25

percent were identified as working toward a bachelor's degree. The report data, which are summarized in 9 figures and 28 tables, and the discussion cover the following areas: (1) definition of transfer; (2) the general phenomenon of attendance at multiple institutions; (3) transfer activity in general; (4) transfer from 4-year institutions; (5) transfer from public 2-year to 4-year institutions; and (5) transfer activities, controlling for background. Three appendices provide reference tables, a glossary, and technical notes and methodology. (Contains 12 references.) (CH)

ED 408 930

HE 030 275

Reuben, Julie A.

**The Making of the Modern University: Intellectual Transformation and the Marginalization of Morality.**

Report No.—ISBN-0-226-71020-3

Pub Date—96

Note—363p.

Available from—University of Chicago Press, Order Department, 11030 South Langley Avenue, Chicago, IL 60628; telephone: 1-800-621-2736; fax: 1-800-621-8476; (paper copy: ISBN-0-226-71020-3, \$18.75; cloth: ISBN-0-226-71018-1, \$55).

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—Change Agents, Educational Change, Educational Environment, \*Educational History, \*Educational Philosophy, Educational Principles, Educational Trends, \*Ethics, Foundations of Education, Higher Education, Historians, Moral Development, \*Moral Values, Role of Education, \*Social Values, \*Universities, Values

Identifiers—Columbia University NY, Harvard University MA, Johns Hopkins University MD, Stanford University CA, University of California Berkeley, University of Chicago IL, University of Michigan, Yale University CT

This book, which is based on research at eight universities—Harvard (Massachusetts), Yale (Connecticut), Columbia (New York), Johns Hopkins (Maryland), Chicago (Illinois), Stanford (California), Michigan, and California at Berkeley explores the transition from the classical college, with its broad nineteenth-century conceptions of morality and truth, to the modern university with its division between facts and values. In discussing the complex interaction between institutional and intellectual change, and the secularization of intellectual life, the book sees educational reformers' attempts to create a modern form of moral education as a passage through three stages (religious, scientific, and humanistic) and views the process as largely unsuccessful. Eight chapters titled "The Unity of Truth," "Science and Religion Reconciled," "The Open University," "The Reconstruction of Religion," "Scientific Substitutes for Religion," "Value-Free Science," "From Truth to Beauty," and "Administrative Order" seek to reconstruct the history of the interaction between institutions and ideas, using examples from individual institutions to illustrate particular changes. (Contains extensive reference notes.) (CH)

ED 408 931

HE 030 276

Menand, Louis, Ed.

**The Future of Academic Freedom.**

American Association of Univ. Professors, Washington, DC.

Report No.—ISBN-0-226-52004-8

Pub Date—96

Note—239p.

Available from—University of Chicago Press, Order Department, 11030 South Langley Avenue, Chicago, IL 60628; telephone: 1-800-621-2736; fax: 1-800-621-8476 (\$24.95).

Pub Type—Books (010) — Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors—\*Academic Freedom, Censorship, College Environment, \*College Faculty, Community Attitudes, Educational Philosophy, \*Ethics, Freedom of Speech, Higher Education, Ideology, Intellectual Freedom, Majority Attitudes, Mass Media Role, \*News Media,

Personal Autonomy, Political Attitudes, \*Political Correctness, Political Influences, Press Opinion, Professional Autonomy, Public Opinion, Teacher Rights, \*Values

Identifiers—American Association of University Professors

These nine essays address controversial issues of academic freedom and values at the university level. The book, which was derived from two years of debate and lectures presented to national meetings of the American Association of University Professors, is organized in three sections which address such issues as: the purpose of academic freedom, the problem of hate speech, and the ethics of inquiry. The nine essays are: (1) "The Limits of Academic Freedom" (Louis Menand); (2) "Does Academic Freedom Have Philosophical Presuppositions?" (Richard Rorty); (3) "Justifying the Rights of Academic Freedom in the Era of 'Power/Knowledge'" (Thomas L. Haskell); (4) "Academic Freedom and Law: Liberalism, Speech Codes, and Related Problems" (Cass R. Sunstein); (5) "Critical Race Theory and Freedom of Speech" (Harry Louis Gates Jr.); (6) "Academic Freedom as an Ethical Practice" (Joan W. Scott); (7) "We Need a New Interpretation of Academic Freedom" (Ronald Dworkin); (8) "Science and Its Critics" (Evelyn Fox Keller); and (9) "Identity, Authority, and Freedom: The Potentate and the Traveler" (Edward W. Said). (Most essays contain extensive reference notes.) (CH)

ED 408 932

HE 030 277

Nicholls, Gill

**Collaborative Change in Education.**

Report No.—ISBN-0-7494-2113-4

Pub Date—97

Note—135p.

Available from—Stylus Publishing, Inc. 22883 Quicksilver Drive, Sterling, VA 20166 (\$27.50).

Pub Type—Books (010) — Reports - Evaluative (142)

**Document Not Available from EDRS.**

Descriptors—Beginning Teacher Induction, Change Strategies, \*College School Cooperation, Cooperative Programs, \*Educational Change, Educational Cooperation, Elementary Secondary Education, Excellence in Education, Foreign Countries, Higher Education, In-service Teacher Education, Institutes (Training Programs), Institutional Cooperation, Mentors, Preservice Teacher Education, \*Professional Development Schools, Teacher Centers, \*Teacher Collaboration, Teacher Education, \*Teacher Education Programs, Teacher Educators

This book reviews key aspects social, psychological, cultural, and contextual of the development of collaborative partnerships between elementary/secondary schools and institutions of higher education, and examines especially the nature of collaboration as part of the framework of professional development. After an introductory chapter, the first chapter focuses on the professional teaching and research communities, suggesting the need for collaboration to improve each other's practice. Chapter 2 examines the nature of working in "partnership" and the role of initial teacher education in formalizing partnership agreements. Chapter 3 addresses issues in the collaboration of schools and higher education institutions. In chapter 4 two case studies, a school-based curriculum development project in England and a school-based professional development project at a California high school illustrate successes and failures of collaborative ventures. Chapter 5 offers some theoretical perspectives on collaborative partnerships in the context of educational change, both internally and externally imposed. Finally, chapter 6 looks at the future of collaboration in suggesting that, despite trends toward greater prescription by external agencies and government legislation, there will also be increased opportunities for collaboration between institutions of higher education and schools. (Contains 175 references.) (CH)

ED 408 933

HE 030 278

Howe, Richard D.

**Salary-Trend Studies of Faculty for the Years 1992-93 and 1995-96 in the Following Academic Disciplines/Major Fields: Accounting, Art, General...Geology.**

Appalachian Consortium, Inc., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

Pub Date—96

Note—228p.; For related document, see HE 030 279. For earlier salary trends, see ED 386 966-967.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price — MF01/PC10 Plus Postage.**

Descriptors—Academic Rank (Professional), Accounting, Anthropology, Art, Biological Sciences, Business Administration, Business Administration Education, Chemistry, \*College Faculty, Comparative Analysis, \*Compensation (Remuneration), Computer Science, Counseling, Counselor Training, Drama, Economics, Educational Administration, Engineering, English, English Literature, Ethnic Studies, Geography, Geology, Higher Education, Second Languages, Tables (Data), \*Teacher Salaries, Technology Education, Trend Analysis

This document provides comparative salary trend data for full-time faculty at 212 public and 337 private colleges and universities, based on two surveys, one for the baseline year 1992-93 and the other for the "trend" year 1995-96. For each of the 25 disciplines, a summary review provides a definition of the discipline; information on average salaries by rank, including "new assistant professor"; faculty mix percentage; and comparisons between the two study years and the Consumer Price Index. Appended to the review of each discipline are lists of the 41 disciplines surveyed and the public and private institutions that participated in that segment of the study. Data and summary details are provided for the following disciplines/major fields: Art, General; Accounting; Administrative Assistant/Secretarial Science; Anthropology; Ethnic and Cultural Studies; Biological Science/Life Sciences; Business Administration and Management; Business Management and Administrative Services; Business/Managerial Economics; Business Marketing and Marketing Management; Chemistry; Communications; Computer and Information Science; Counseling Education/Student Counseling and Guidance Services; Curriculum and Instruction; Drama/Theater Arts, General; Economics, General; Education; Educational Administration and Supervision, General; Engineering; Engineering-Related Technologies; English Language Literature/Letters; Foreign Languages and Literatures; Geography; and Geology. (CH)

ED 408 934

HE 030 279

Howe, Richard D.

**Salary-Trend Studies of Faculty for the Years 1992-93 and 1995-96 in the Following Academic Disciplines/Major Fields: History, General...Visual and Performing Arts.**

Appalachian Consortium, Inc., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

Pub Date—96

Note—237p.; For related document, see HE 030 278. For earlier salary trends, see ED 386 966-967.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price — MF01/PC10 Plus Postage.**

Descriptors—Academic Rank (Professional), Area Studies, \*College Faculty, Comparative Analysis, \*Compensation (Remuneration), Educational Administration, Ethnic Studies, Higher Education, History, Home Economics, Law Related Education, Music Teachers, Nursing Education, Occupational Therapy, Philosophy, Physical Education Teachers, Physical Sciences, Physical Therapy, Political Science, Psychology, Public Health, Reading Teachers, Religion Studies, Social Sciences, Social Studies, Social Work, Sociology, Special Educa-



tion, Speech Instruction, Teacher Education, Teacher Educator Education, \*Teacher Salaries, Theater Arts, Trend Analysis, Visual Arts

This document provides comparative salary trend data for full-time faculty at 212 public and 337 private colleges and universities, based on two surveys, one for the baseline year 1992-93 and the other for the "trend" year 1995-96. For each of 26 disciplines, a summary review provides a definition of the discipline; information on average salaries by rank, including "new assistant professor"; faculty mix percentage; and comparisons between the two study years and the Consumer Price Index. Appended to the review of each discipline are lists of the 41 disciplines surveyed and the public and private institutions that participated in that segment of the study. Data and summary details are provided for the following disciplines/major fields: History, General; Home Economics; Instructional Media Technology; Library Science; Mathematics; Multi-Interdisciplinary Studies; Music, General; Nursing; Occupational Therapy; Parks, Recreation, Leisure, and Fitness Studies; Philosophy and Religion; Physical Science; Physical Therapy; Physics; Political Science, General; Psychology; Protective Services; Public Health; Reading Teacher Education; Social Sciences; Social Work; Sociology; Special Education; Speech Pathology and Audiology; Teacher Education; and Visual and Performing Arts. (CH)

## IR

ED 408 935

IR 018 340

Schnackenberg, Heidi L.

**Learner Control over Full and Lean Computer-Based Instruction under Differing Ability Levels.**

Pub Date—May 97

Note—194p.; Ph.D. Dissertation, Arizona State University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC08 Plus Postage.**

Descriptors—\*Academic Achievement, \*Computer Assisted Instruction, Education Majors, Higher Education, \*Learner Controlled Instruction, Programmed Instructional Materials, Student Attitudes, \*Student Motivation, Student Surveys, Teacher Education Programs

Undergraduate education majors in a teacher preparation program completed a computer-assisted instructional program for a study designed to examine the effects of type of instructional control and program mode on the achievement, option use, time spent on program, and attitudes of higher and lower ability students. Students were assigned to high and low-ability groups based on Scholastic Aptitude Test (SAT) and American College Testing Assessment (ACT) scores. Four versions of a computer-delivered program on competency-based instruction were created by crossing the two control conditions (learner control, program control) with the two program modes (full, lean). Subjects in the full-program control group were required to complete all questions. Subjects in the full-learner control group were presented with the entire set of questions, but given choices of how many and which questions they wished to complete. Subjects in the lean-program control group were given fewer questions than in the full program, and required to complete all. Subjects in the lean-learner control group were given options to complete fewer questions or to answer additional questions for further practice. Results include: (1) subjects in the full program scored significantly higher on the posttest than those in the lean program; (2) higher-ability students scored significantly higher than lower-ability students; (3) learner-control subjects chose to view 68% of the optional screens in the full program but only 35% in the lean program; (4) subjects spent significantly more time on the full version; and (5) subjects had more favorable attitudes toward learner control than program control. Appendices include the "Teaching for Compe-

tence" instructional program and student posttest and attitude questionnaire. (Contains 30 references.) (SWC)

ED 408 936

IR 018 345

Elen, Jan And Others

**Homogeneity in Students' Conceptions about the Efficiency of Instructional Interventions: Origins and Consequences for Instructional Design.**

Pub Date—Mar 97

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Concept Formation, Educational Background, Foreign Countries, Higher Education, \*Instructional Design, \*Instructional Effectiveness, \*Intervention, Learning Processes, \*Metacognition, Self Motivation, \*Student Attitudes, Student Surveys, Study Skills

Instructional metacognition refers both to conceptions of students about the contribution that instructional interventions can make to their learning, and to the impact of these conceptions on students' interpretation and use of instructional interventions. This study analyzes student conceptions of efficiency-related attributes of instructional interventions—instructional elements or features of them, such as lecture, courseware, transparencies during a lecture, cartoons in a textbook; and learning activities (activities both initiated and executed by the student) such as making a summary or discussions with peers. A survey study of university freshmen (n=489) was re-analyzed to address these issues. The questionnaire contained identification questions, and a list of 20 instructional interventions and 20 learning activities to be rated on a 5-point Likert-type scale for their contribution to study result and study time. Gender, domain of study, and educational background were analyzed as independent variables. Results include: (1) university freshmen largely perceive current school practices of both interventions and learning activities to be highly efficient; (2) students perceive that interventions that contribute to an increase of study results decrease study time, and learning activities that increase study time also increase study results; (3) for both instructional interventions and learning activities, students reject the use of technology as being inefficient; and (4) domain of study is the only independent variable that consistently affects students' conceptions of instructional interventions. (Contains 13 references.) (SWC)

ED 408 937

IR 018 347

Lloyd, Les, Ed.

**Technology and Teaching.**

Report No.—ISBN-1-57387-014-5

Pub Date—97

Note—366p.

Available from—Information Today, Inc., 143 Old Marlton Pike, Medford, NJ 08055 (\$42.50).

Pub Type—Books (010) — Collected Works - General (020) — Reports - Descriptive (141)

**Document Not Available from EDRS.**

Descriptors—Case Studies, Change, Computer Assisted Instruction, Computer Software, \*Computer Uses in Education, Federal Aid, Grants, Higher Education, \*Instructional Development, \*Instructional Innovation, Instructional Materials, Learning Activities, Material Development, \*Multimedia Instruction, \*Multimedia Materials, Professional Development, Technological Advancement, World Wide Web Identifiers—Technology Integration

This volume is a compilation of chapters by faculty from a variety of disciplines demonstrating the use of different multimedia instruction techniques in order to enhance the higher education classroom experience for students. The book is divided into five parts: (1) General; (2) Multimedia; (3) Software; (4) Software/Hardware; and (5) the Web. Discussion includes the effect of computer integration on various subjects; technological change and educational development; professional development;

needs assessment; developing a multimedia computer/video environment; computer simulation software; computer activities integration as a result of federal grants; technology in computer concepts courses; professors as instructional materials developers; portable computers in the classroom; advanced technology classrooms; and a World Wide Web writing workshop. (AEF)

ED 408 938

IR 018 348

Holloway, Robert Evan And Others

**Performance Assessment for Information Literacy.**

Pub Date—97

Note—14p.; Paper presented at the Treasure Mountain Conference (6th, Portland, OR, March 31-April 1, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Educational Development, \*Educational Strategies, Elementary Secondary Education, Evaluation Methods, \*Information Literacy, \*Instructional Development, \*Performance Based Assessment, Professional Development, Skill Development, \*Student Evaluation

The United States is transitioning to an information age society, requiring that the citizens and workers of the future be highly literate in their use of information. Information literacy is the ability to evaluate, analyze, and apply critical thinking to the use of information. Educators need to answer basic questions about how students become information literate using online resources and other technologies, which online resources best promote information literacy, and what strategies best prepare teachers to facilitate this learning. Performance assessment can provide a reflective process to inform these questions. The first step is to agree on a conceptual base. Assessment begins with the background each child brings to school and ends with competencies all high school graduates should possess. Performance-based tasks, longer projects or experiments, as well as student portfolios must be considered as assessment strategies; a progression of strategies that are developmentally appropriate for grades K-12, including group based projects as well as individual tasks can be developed. It is imperative that the assessment strategy specifically supports national initiatives. The development of information literacy assessment will involve teachers, administrators, subject area experts, students, and key project staff, all under the guidance of the Assessment Coordinator. The major steps in developing the performance assessment for information literacy are: defining the constructs to be measured; defining the target population; reviewing related tests; developing a prototype; evaluating the prototype; revising the tool(s); and collecting data on test validity and reliability. Professional development is critical to success; teachers are the key to the attainment of information literacy. (Contains 15 references.) (AEF)

ED 408 939

IR 018 352

**How To Start and Maintain a Rural-Based Distance Learning Consortium: Creating Connections. A Project of ET-LINC.**

East Texas Learning Interactive Network Consortium.; Macy Research Associates, Wills Point, TX.

Spons Agency—Texas Education Agency, Austin.

Pub Date—Mar 97

Note—108p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

**EDRS Price — MF01/PC05 Plus Postage.**

Descriptors—Consortia, \*Cooperative Programs, \*Distance Education, Elementary Secondary Education, Guidelines, Higher Education, Institutional Cooperation, Instructional Development, Nontraditional Education, \*Partnerships in Education, Rural Areas, \*Rural Education, \*Shared Resources and Services, Strategic Planning, Systems Development

This manual recommends procedures for developing and operating a rural-based distance learning consortium. Following some brief definitions and

an outline of the three basic essentials for success (trust, shared vision, and suitable telecommunication infrastructure), guidelines for developing a distance learning consortium are presented in five phases: (1) starting a consortium; (2) setting up the distance learning system; (3) preparing for distance learning instruction; (4) operating and managing the distance learning system; and (5) moving toward institutionalization. Discussion includes how to: identify potential telecommunications partners; develop a planning task force; form a coalition of participating school districts/higher education institutions; form a group of local district distance learning coordinators; secure technical telecommunication agents; complete technical preparations with telecommunication providers; bring member sites online; conduct first-year public relations; plan course offerings; identify and train teachers; involve the community; operate distance learning classrooms; manage the distance system, staff, and equipment; and move toward institutionalization. Fifteen appendices include various supporting documents. (AEF)

**ED 408 940** IR 018 353

Griffin, Robert E., Ed. And Others

**VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996).**

International Visual Literacy Association.

Report No.—ISBN-0-945829-11-6

Pub Date—Jan 97

Note—433p. For individual papers, see IR 018 354-412. For the 1995 proceedings, see ED 391 476.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price—MF01/PC18 Plus Postage.**

Descriptors—Advertising, Computer Graphics, Computer Simulation, Computer Software Development, \*Computer Uses in Education, Concept Mapping, Educational Technology, Elementary Secondary Education, Higher Education, Hypermedia, \*Information Technology, Instructional Design, \*Instructional Innovation, Internet, Learning Activities, Mass Media, Racial Discrimination, Sex Fairness, Student Projects, Teacher Attitudes, Television Viewing, Use Studies, Virtual Reality, \*Visual Learning, \*Visual Literacy, Visual Stimuli, World Wide Web

Identifiers—Digital Technology, Media Literacy

This document contains 59 selected papers from the 1996 International Visual Literacy Association (IVLA) conference. Topics include: learning to think visually; information design via the Internet; a program for inner-city at-risk children; dubbing versus subtitled television programs; connecting advertisements and classroom reading through visual literacy; tools for humanizing visual symbols; a review of a video on advertising and obsession with thinness; hypermedia and the fundamentals of electronic literacy; elementary students' perceptions of visuals on the World Wide Web; stereotypes in film; teachers' perceptions of instructional design; visual learning activities; tri-coding of information; diversity in Cyborg images; concept mapping; the meaning of color in trademarks; visual literacy in elementary education; visual learning via computer-based simulations; adapting a paper-and-pencil test to the computer; representational strategies in a documentary about racial relations; studying scientific data through an aesthetic point of view; the role of the media in African American self-hatred; the need for visual literacy in higher education; imagery and synecdoche for modeling poetry writing; virtual courses; visual icons in myth; the development and demise of 8 millimeter film loops; women's history in visual and audiovisual education; student-developed visual productions; a cartographic interpretation of visual literacy; enabling learners through technology; a graphics systems approach in industry; the philosophy of representation; student nurses' perceptions of hospital staff modelling behaviors; deconstructing visual images of indigenous people; children's spatial visual thinking in a hypermedia environment; creating critical thinkers; perception in phre-

ics; using graphics for integrated planning; revisioning in storytelling; a local history preservation project; visual learning in biology; imagery, concept formation and creativity; visual themes in gravestones; visual design principles in World Wide Web construction; digital camera editing; digital cinema principles and techniques for multimedia development; culture reflected in tombstones; challenges for hypermedia designers; visual literacy in Web Page creation; the potential of dynamic computer presentations; technology mass media, society and gender; obstructive interactive television designs; gender equity online; a study of intertextuality in television programming; children's understanding of visuals in television interviews; children's attention in television viewing; instructional design process models; and international use of the electronic presentation. (AEF)

**ED 408 941** IR 018 354

Duke, Dennis M.

**A Personal Vision Quest: Learning To Think Like an Artist.**

Pub Date—Jan 97

Note—11p. In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353. This paper was selected as the "Editors' Choice." Contains photographs which may not reproduce clearly.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Artists, \*Cognitive Processes, Communication (Thought Transfer), Concept Formation, \*Creative Thinking, \*Creativity, Graphic Arts, Perception, \*Psychological Characteristics, Visual Learning, \*Visual Literacy, Visualization

Identifiers—\*Artistic Thought

Using the metaphorical story device of two tribes, one that builds their culture around words and the other which depends primarily on visual perception, this paper suggests a distinctive mental paradigm at work within the society of artists, who pursue visual literacy through graphic ideation. The author discusses his education in art and his discovery of "memes," the smallest recognizable pieces of information, and notes that holistic memes have given him a perception of the ethical values and biases of the tribe of the vision. Discussion then moves to the differences between the thinking of visual artists and those without artistic inclinations, as identified by neuropsychologists and psychologists. Artists, who are more aware of the abstract structures underlying visual perception, are better able to control and manipulate the visio-spatial abstract structure of their visions for communicative and creative purposes. Visual artists of acknowledged creativity have also been found to demonstrate much greater use of allusive—or loose categorical—thinking than non-artists. Research has suggested that the superimposition of separate entities and phenomena in the same space within the human brain is the triggering mechanism for creative thought, or homospacial thinking. Psychomorphology holds that the mind (psycho) and the world of visual forms (morphology) are intimately and integrally entwined. As illustrated in the author's abstract layered-form and shaped canvas paintings, flexibility and fluency are necessary to effectively develop effective visual stimuli; this design fluency has been identified with the right hemisphere of the brain. Visual literacy requires a deepening of visual understanding achieved through visual experience in addition to the word based study of human perception. (Contains 19 references.) (AEF)

**ED 408 942** IR 018 355

McLellan, Hilary

**Information Design Via the Internet.**

Pub Date—Jan 97

Note—7p. In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wy-

oming, October, 1996); see IR 018 353.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Computer Mediated Communication, Cooperative Learning, Courses, Distance Education, \*Educational Environment, Electronic Mail, \*Instructional Design, \*Internet, Nontraditional Education, World Wide Web

Identifiers—Listservs, \*Virtual Classrooms

Just as a classroom where teacher and students are physically present develops into a community over the course of a semester, classes taught via the Internet become virtual learning communities, communities unbounded by physical space. This paper describes a course on information design that was implemented entirely via the Internet, including World Wide Web, listserv, and e-mail. The design of a virtual community was used, featuring 13 design components, which are discussed in detail: (1) competence; (2) a shared, understood goal; (3) mutual respect, tolerance, and trust; (4) creation and manipulation of shared spaces; (5) multiple forms of representation; (6) playing with the representations; (7) continuous but not continual communication; (8) formal and informal environments; (9) clear lines of responsibility but no restrictive boundaries; (10) decisions do not have to be made by consensus; (11) physical presence is not necessary; (12) selective use of outsiders for complementary insights and information; and (13) the end of collaboration. (AEF)

**ED 408 943** IR 018 356

Gallagher, Claire B.

**"Our Town: An Architectural Perspective": A Program for Inner-City At-Risk Children.**

Pub Date—Jan 97

Note—7p. In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*Built Environment, Class Activities, \*Community Development, Community Planning, Comparative Analysis, \*Cooperative Learning, Educational Environment, Elementary Education, Experiential Learning, \*High Risk Students, Higher Education, Interdisciplinary Approach, Program Implementation, \*Student Projects, Suburban Youth, Urban Planning, \*Urban Youth, Visual Literacy

Identifiers—Carnegie Mellon University PA

"Our Town: An Architectural Perspective" is a program for at-risk elementary school children which was instituted at Carnegie Mellon University (Pittsburgh, Pennsylvania). The goal of this effort was to introduce built-environment awareness in the public schools, where the neighborhood serves as the classroom and as a vehicle for instruction and development of community pride. Students who have difficulty performing in a typical classroom feel welcome and safe in this alternative environment. Classes are hands-on and interdisciplinary in nature, and visual and spatial literacy are at the heart of the program's educational strategy. Based on the success of a pilot project, a second program was instituted in an urban neighborhood which included children from a white, blue-collar section of the neighborhood and black children from the "projects." These children had no interaction other than their daily coexistence in school and the challenge became to use the "Our Town" program and note any similarities and differences between the outcomes of the suburban and urban student populations. Student exercises included discussing what a city is, brainstorming a list of buildings, planning the design, and developing models of buildings. For the suburban children, this was a fantasy, and a chance to role play and control an environment which is unusual to them. The urban children took control from the outset, working as a team, while the suburban children insisted on working alone. An illustration of cooperative learning, the urban example demonstrated a working knowledge of the concept of a community and its connection with the

classroom while the suburban example illustrated the common classroom emphasis on individuality, invention, and product. (AEF)

**ED 408 944** IR 018 357

Mokhtar, Fattawi B.

**The Effects of Dubbing Versus Subtitling of Television Program.**

Pub Date—Jan 97

Note—11p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Audiovisual Aids, Audiovisual Instruction, College Students, Comparative Analysis, Comprehension, \*Educational Television, Foreign Countries, Higher Education, \*Language Processing, Programming (Broadcast), Second Languages, \*Television Viewing, \*Translation, Use Studies

Identifiers—\*Dubbing, \*Subtitles (Television), Universiti Sains Malaysia

The purpose of this study was to investigate viewers' knowledge of program content under various television translation modes and viewing experiences. Subjects were 176 students from the Center for Matriculation Program, Universiti Sains Malaysia in Penang, Malaysia. The Spanish version of an instructional television program was used; the program was translated into Malay using dubbing and subtitling. Subjects were randomly assigned into 4 groups of 44 subjects each. The study examined differences in viewers' knowledge of content in programs with and without translation, and for the translated program, differences in content knowledge among viewers who watched the programs under single viewing and repeated viewing conditions. Findings indicated the following: (1) students who viewed the program without translation had significantly lower scores on a multiple-choice test compared to those who viewed the same program in translations, both under single and repeated viewing conditions; (2) under single viewings of translated instructional television, translation modes did not contribute to any differences in knowledge of program content, however, under repeated viewings, translation in dubbing and subtitles without sound helped viewers to acquire more knowledge on content than translation in subtitles with sound; (3) repeated viewings appeared to significantly help viewers to acquire more knowledge on program content than single viewings, however, effects of repeated viewings were not consistent in all translation modes; and (4) interactions between translation modes and viewing experiences were statistically significant. (Contains 27 references.) (AEF)

**ED 408 945** IR 018 358

Paillet, Ann Watts

**Questing toward Cohesion: Connecting Advertisements and Classroom Reading through Visual Literacy.**

Pub Date—Jan 97

Note—10p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Advertising, \*Cognitive Processes, Communication (Thought Transfer), \*Critical Thinking, Educational Media, Evaluation Methods, \*Instructional Materials, Learning Activities, \*Literacy, \*Printed Materials, Text Structure, Textbooks, \*Visual Literacy

Identifiers—\*Textual Analysis

Connecting visual and print literacies in the classroom can bridge distances in students' experiences, because all literacies are complementary and interdependent. This article discusses this rationale for connecting students' communication experiences in and out of classrooms to foster relevant lit-

eracies needed in contemporary society. Next it identifies common literacy principles, textual structures, and reader processes that print advertisements and content area texts. It then explains an analytic method called Deep Viewing, which consists of three levels—literal observation, interpretation and evaluation/application—that can be applied to both types of texts. The following code categories that guide viewers through interpretive and applied/evaluation levels of Deep Viewing are described: sequence and structure; semes and forms; language and discourse; proximity and spacing; culture and context; and effects and production. Twenty-two additional classroom activities to connect and extend students' literacies are offered. Finally, the benefits of connecting literacy principles, textual structures, and reader processes through the use of print advertisements and academic texts are discussed. These include: (1) students demonstrate high levels of motivation, interest, and social interaction; (2) following initial analysis, new critical insights are fostered during subsequent readings of academic texts; (3) student curiosity may be sparked, which can lead to self-initiated learning; and (4) students are assisted in forging cohesive understandings and developing sound literacy strategies for all modern media and communications environments. (Contains 24 references.) (AEF)

**ED 408 946** IR 018 359

Cramton, Elizabeth Kissick, Beverlee R.

**Old Dad and Edna St. Vincent Millay: Tools For Humanizing the Visual.**

Pub Date—Jan 97

Note—5p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Class Activities, Cognitive Processes, Critical Thinking, Elementary Secondary Education, Higher Education, \*Information Processing, Instructional Development, Learning Activities, Perception, \*Perceptual Development, Visual Learning, Visual Literacy, \*Visual Stimuli

Preparing students to be both constructors and consumers of visual information will be an important responsibility for all teachers. This will mean giving learners the tools to go beyond what is merely visual to the deeper, human meanings that lie beneath. One important way that educators can prepare students to be wise visual consumers is to help them define their own frames of reference. A simple activity that can have meaning for students of any age is where participants first look straight ahead and describe what they see and then change positions; with each new shift of position comes a new view of their world. The lesson of this activity is that flexibility increases visibility. Students who understand can examine how the meanings of common symbols change based upon individual perspective. Teachers can construct observational activities to help students discover if all of them are "seeing" the same thing; however teachers choose to use this activity, it will be important that participants share their results with each other, since this will reinforce the connection between perspective and attitude. Another way for students to discover how powerful visual symbols are is to construct some for themselves. One activity is to have students draw a symbol of themselves. The challenge for educators is to help students learn to recognize what they have to gain by learning to discover meanings behind visuals from more perspectives than their own. (AEF)

**ED 408 947** IR 018 360

Couch, Richard

**A Review of "Slim Hopes: Advertising & The Obsession with Thinness."**

Pub Date—Jan 97

Note—3p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual

Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Book/Product Reviews (072) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Advertising, Audience Response, \*Body Weight, Consumer Education, Film Production, \*Social Attitudes, \*Social Problems, Social Reinforcement, \*Television Viewing, \*Videotape Recordings, Visual Stimuli

Identifiers—\*Film Reviews

This paper reviews "Slim Hopes: Advertising & The Obsession with Thinness," a 30-minute video produced by the University of Massachusetts' Media Education Foundation, which discusses America's compulsion with thinness. Although the format of the video is the traditional "talking head," over 120 print and television advertisements are used to emphasize the demoralizing, degrading, and life-threatening way that Americans look at food. The video is divided into seven sections: (1) Impossible Beauty; (2) The Waif Look; (3) Constructed Bodies; (4) Food and Sex; (5) Food and Control; (6) The Weight Loss Industry and (7) Freeing Imaginations. The video suggests that consumers as willing participants in the skullduggery of the advertising industry must take an active role in challenging the images on television, in movies, and in magazine advertising. Reviewer comments include that although the talking head nature of the video was bothersome, the message is powerful and important, and the research and conclusions seemed solid, although there were times when assumptions garnered from the research could be challenged. (AEF)

**ED 408 948** IR 018 361

McNabb, Mary L.

**Hypermedia: New Dimensions of Literacy.**

Pub Date—Jan 97

Note—7p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Computer Literacy, Computer Mediated Communication, \*Electronic Text, \*Hypermedia, \*Information Literacy, Information Networks, Information Processing, Information Technology, Printed Materials, Visual Stimuli

Beginning with a brief history of the synergistic relationship between technology and literacy, this article examines the need for redefining literacy beyond print-based communications. It suggests that literacy, in a computer-networked society, is not solely about reading the printed word, but rather, that it encompasses receiving and sending messages in a hypermedia format. It is noted that electronic communication not only includes printed text, but may also encompass pictorials, film grammars, and multi-sensory structures requiring semiotic analysis. Discussion then moves to the characteristics of hypermedia, the hypertext network, and fundamental differences between types of hyperlinks. Key literacy codes inherent in electronic hypermedia text are compared with those fostered by print-based text. The article calls for continual examination of emerging hypermedia communications in order to establish the conventions of electronic literacy. (Contains 29 references.) (AEF)

**ED 408 949** IR 018 362

El-Tigi, Manal A. And Others

**Perception of Elementary Students of Visuals on the Web.**

Pub Date—Jan 97

Note—9p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyo-



ming, October, 1996); see IR 018 353.  
 Pub Type—Reports - Research (143) — Speeches/  
 Meeting Papers (150)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Color, Comprehension, \*Computer Graphics, Design Requirements, Electronic Text, Elementary Education, Elementary School Students, Information Processing, Instructional Materials, \*Layout (Publications), Pictorial Stimuli, \*Student Attitudes, Student Surveys, \*Visual Learning, \*World Wide Web Identifiers—\*Visual Design

The way information is visually designed and synthesized greatly affects how people understand and use that information. Increased use of the World Wide Web as a teaching tool makes it imperative to question how visual/verbal information presented via the Web can increase or restrict understanding. The purpose of this study was to examine students' perceptions of the effectiveness of visuals in conveying the instructional message in an educational Web course. Participants were 15 seven-, eight-, and nine-year-old students. The students were asked about the design of the pages using one of the top Web course sites for children. Questions focused on information/instructional purposes, graphic/picture elements, text/lettering elements, color, layout, and texturing. Results indicated the following: (1) none of the students understood that all the sites dealt with child safety; (2) the majority of the students understood the concept of the sites as they read the information being presented, and at this point, did not use the visual designs to interpret the meaning of the sites; (3) the visual designs did not help the students make an association with the information being given; (4) students liked the color of the lettering and the background, which used cold colors; (5) students liked the uniform layout of the sites, and none had difficulty moving from one location to another. (AEF)

ED 408 950

IR 018 363

Vrasidas, Charalambos

#### The White Man's Indian: Stereotypes in Film and Beyond.

Pub Date—Jan 97

Note—9p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Evaluative (142) — Speeches/  
 Meeting Papers (150)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indians, \*Cultural Images, Film Production, \*Films, \*Labeling (of Persons), Popular Culture, Role Perception, \*Social Bias, \*Stereotypes

Identifiers—\*Native Americans, Visual Representation

Before the invention of film, a stereotypical perception of Native Americans was embodied in art, fiction, and entertainment. Stereotyping of Native Americans can be categorized under three major themes: (1) the history of Native Americans compressed and portrayed under a single period of time; (2) Native cultures interpreted through white values; and (3) the grouping of the more than 600 different Native American societies under one general category. Because of its ability to present moving images, film played a major role in perpetuating the stereotypes of the Native Americans as riding horses, screaming, killing, and scalping people. Film, like any other form of art, reflects the culture of the society and at the same time, contributes to that culture; it embodies the society's values, beliefs, and social structure and assists in transmitting culture to mass audiences. Myths and stereotypes about Native Americans are alive today because television and film, as media with mass appeal, perpetuated misconceptions. The representation of Native Americans in films was mostly restricted to one genre, the Western. As a type of American mythology, the Western profited on the myths which it perpetuated. A Senate subcommittee in 1969 conducted a survey which found that white society characterized Native Americans as lazy, drunken, and dirty, which was concluded to be based on a history created by the white man to justify

his exploitation of the Native American. In order to restore the Native American's image, the myths and stereotypes on which America was built need to be confronted. (Contains 39 references.) (AEF)

ED 408 951

IR 018 364

Dana, Ann S.

#### Teacher's Perceptions of Instructional Design.

Pub Date—Jan 97

Note—10p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Research (143) — Speeches/  
 Meeting Papers (150) — Tests/Questionnaires (160)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Computer Software Evaluation, \*Computer System Design, \*Courseware, Design Requirements, Educational Technology, Graduate Students, Higher Education, \*Instructional Design, Instructional Materials, Material Development, Pretests Posttests, Questionnaires, \*Teacher Attitudes, Teacher Education, Teacher Role

The theory and practice of the instructional design system includes the categories of design, development, utilization, evaluation, and management; instructional designers and teachers need to determine an appropriate balance of structural knowledge and detailed knowledge acquisition. The purpose of this study was to determine what teachers' current perceptions were of instructional design and if the course had any effect on their understanding. Participants were 60 graduate students enrolled in a required course on instructional design of software at the National-Louis University. The following criteria were used in the final evaluation to show their understanding of the instructional design process: title screens, menu, instruction screens, and good balance of graphics, text, sound, animation, appropriate metaphor, and consistent navigation tools throughout. A 6-question questionnaire was administered, as a pretest and then as posttest, to the participants to determine their understanding of the instructional design and how it was used in their teaching. Included in the questionnaire were questions concerning the course, its purpose, and the benefits to their teaching. Design principles were not very eloquently described in most posttest questions, but there was an awareness that was not apparent in the pretests. Software's relationship to instructional design was very apparent. The teacher responses make apparent that teachers lack the extensive time it takes to process an instructional design. The questionnaire is appended. (Contains 16 references.) (AEF)

ED 408 952

IR 018 365

Sitz, Robert

#### Visual Exercises: A Quest for Alternative Measures of Student Learning.

Pub Date—Jan 97

Note—10p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Evaluative (142) — Speeches/  
 Meeting Papers (150)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advertising, \*Art Expression, \*Art Products, Cognitive Processes, Community Colleges, Creative Activities, Freehand Drawing, Intellectual Development, Two Year College Students, Two Year Colleges, \*Visual Learning, \*Visual Literacy

Identifiers—\*Visual Representation

Although many students simply do not visualize or draw very well, most students have capabilities and potentials that they, and perhaps their professors, are overlooking. Once elementary representations are mastered, it may be that drawing becomes progressively less of a learning tool as one moves through the educational system. But there is evidence to suggest that those earliest childhood experiences with drawing are better retained than is

generally thought. In a formal experiment, 234 postsecondary level freshmen and sophomore students in English composition courses in a large metropolitan community college participated in a study in which they were asked to read a lengthy art history passage which was accompanied by photographs and illustrations. Students were then given time to draw what they had seen and remembered about the text and pictures. Over 90% of the subjects provided usable drawings that reflected their accurate recall of the topic. In terms of advertising, visuals have been thought to act either to retrieve memories associated with brands or as mnemonic devices. Student participation in the processing of complex symbolic visual materials requires cognitive participation and the reliance on learning. What is evident is that these students are not just seeing, but they have learned how to see and what to see to various degrees of expertise and preference. The development of perceptual and cognitive skills that enhance students' ability to critically examine visual information is a worthy goal for educators. (Contains 15 references.) (AEF)

ED 408 953

IR 018 366

Simpson, Timothy J.

#### Tri-Coding of Information.

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Note—10p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Research (143) — Speeches/  
 Meeting Papers (150)

#### EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Response, Audiotape Recordings, \*Behavior, \*Cognitive Processes, \*Emotional Response, Experience, \*Individual Characteristics, \*Information Processing, Radio, \*Visual Stimuli

Identifiers—Dual Coding Theory, \*Neurolinguistic Programming

Paivio's Dual Coding Theory has received widespread recognition for its connection between visual and aural channels of internal information processing. The use of only two channels, however, cannot satisfactorily explain the effects witnessed every day. This paper presents a study suggesting the presence a third, kinesthetic channel, currently used by Neurolinguistic Programming (NLP) practitioners. According to the concept of NLP, a person facing a stimulus has a reaction which results from their past experience, their understanding, and their training; these associations control their actions and behaviors, at both the voluntary and involuntary levels. In this project, information on how subjects were processing information was drawn using the NLP calibration techniques of eye accessing, breathing, and skin color. These were correlated with the way the stimuli were presented, the subject's chosen processing modality, gender, level of education, and age. Subjects in the first part were 25 people ranging in age from 16 to 53; in the second part, subjects were 11 people ranging in age from 5 to 16. Each subject participated in a screening interview and was then asked to (1) listen to a 4-minute audio recording of a transcribed radio drama, and (2) participate in a 3-minute dialogue with two confederates who were working from a script designed to actively involve the subject emotionally. The best indication that comes from the results is support for the idea that people use three modalities of information processing, which supports the contentions of NLP practitioners that we are creatures of our emotions and feelings as much as of our words and visual images when it comes to the internal processing of information. (Contains 15 references.) (AEF)

ED 408 954

IR 018 367

Lucek, Linda E.

#### Diversity in Cyborg Images: A Case Study of Barry Levinson's "Toys".

Pub Date—Jan 97

Note—7p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353. Con-

tains photographs which may not reproduce clearly.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Animation, \*Characterization, Computer Attitudes, \*Films, Man Machine Systems, Metaphors, Popular Culture, \*Science and Society, Technology, \*Toys  
Identifiers—\*Cyborgs, Film Reviews, Visual Imagery

Associated with the cultural paradigm of post-modernism, the cyborg, in its numerous aspects, has become a predominant metaphor used to describe the relationship between humanity and technology in post-industrial information societies. This case study of Barry Levinson's 1992 comedy film, "Toys," demonstrates some of the many facets of the cyborg. The theme that runs throughout the film and the one thing that all the "Zevos" appear to share in common is their love of gadgetry, or toys. What differs between the military Zevos and the civilian Zevos are their conceptions of what makes a good toy, and what a toy should be good for. It is their mutual love of technology that makes them all exceptional candidates for cyborization. The central message of the film is presented in its first line which is, "If I cannot bring you comfort, then at least I bring you hope..." A description of some of the cyborgization indicators present in the film's characters is provided. Nine figures present reproductions of the characters and a table of characters and their cyborg indicators. (Contains 12 references.) (AEF)

**ED 408 955**

**IR 018 368**

Osman-Jouchoux, Rionda

**Linking Reading and Writing: Concept Mapping as an Organizing Tactic.**

Pub Date—Jan 97

Note—10p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Concept Mapping, Higher Education, Information Processing, Instructional Effectiveness, Knowledge Representation, Learning Strategies, Metacognition, Reading Skills, \*Reading Strategies, \*Technical Writing, Thinking Skills, Time On Task, Undergraduate Students, \*Writing Exercises

Identifiers—\*Summarization

Writers often must summarize others' texts as part of their own work. To succeed at this, they must first read and understand new information and then transform that information to fulfill a specific purpose. Concept mapping, used as a visual organizing technique, can be an effective link between the two processes. In a preliminary study, students in an undergraduate technical writing class were given a three-part, paper-based module on summarizing texts. Each part introduced the concepts of metacognitive reading strategy (defining the task, monitoring understanding, mentally organizing the material), summarizing strategy (selecting material to include, formulating topic sentences, polishing one's paraphrase), and concept mapping. Students read and mapped three texts and wrote summaries of two of the texts. Students completed concept maps of the text before writing summaries, and as part of the mapping tactic, they were instructed to label the links between ideas. The three-part unit did function successfully as an instructional tool. The students who completed all three parts of the unit produced summaries that were well-organized and that transformed the original material by combining ideas across sentences and paragraphs. Used as an in-class exercise, however, the unit took enough class time that future trials may involve take-home exercises as well. (Contains 13 references.) (AEF)

**ED 408 956**

**IR 018 369**

Johnson, Ed

**The Meaning of Color in Trademarks.**

Pub Date—Jan 97

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Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Color, \*Color Planning, \*Dimensional Preference, Models, Questionnaires, Research Needs, \*Symbolism, Use Studies, Visual Arts, \*Visual Perception, Visual Stimuli  
Identifiers—\*Color Stimuli, \*Logographs

Accurately denoting colors and measuring their meanings have been long-standing challenges for scholars and artists alike. This study addressed this problem by suggesting that the use of a model of cyan, magenta, and yellow primary colors—which is common in industry but is generally neglected by scholars and fine artists—could greatly benefit scholars who conduct color-related research. In the study, over 500 fictitious trademarks were uniquely colored by using this commercial model. Questionnaires soliciting reactions to these trademarks were completed by a total of 569 respondents, with 38 eventually being discarded because participants indicated that they were color blind or slightly color blind. Respondents were each randomly assigned a one-page questionnaire. On the top right of the questionnaire was the randomly colored trademark; the participant was asked to evaluate the trademark in terms of 57 scales. The results revealed five predominant scales, or factors, which accounted for 90% of the total variance examined in this research: "activity," "up scale," "nice," "worn out," and "brassy." For example, respondents tended to see companies as more active when their trademarks contained a substantial amount of cyan while lacking yellow. The greater percentage of yellow used in a trademark, the more its company was perceived as "worn out." This study calls for the use of the professional color model of cyan, magenta, and yellow to become the conventional measure in future scholarly research of color. The questionnaire is appended. (Contains 28 references.) (AEF)

**ED 408 957**

**IR 018 370**

Sexton, Colleen M. Belland, John C.

**An Opportunity for Visual Literacy in the K-4 Classrooms of Ohio.**

Pub Date—Jan 97

Note—7p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Computer Software, \*Computer Uses in Education, Educational Development, Educational Equipment, Educational Finance, Educational Objectives, \*Educational Technology, Elementary Education, Professional Development, School Districts, \*State Aid, Visual Learning, \*Visual Literacy  
Identifiers—\*Ohio SchoolNet Plus, Reflective Practice, \*Role of Technology

This paper provides background information on the goals, application process, and funding of the Ohio SchoolNet Plus initiative. Through SchoolNet Plus, school districts are allocated funds to provide one computer workstation for every five children in grades K-4, as well as funds for software and professional development for teachers. Since the equipment standard for the machines to be purchased with SchoolNet Plus funds must be high-end versions of either Macintosh or Windows 95, the initiative affords exciting possibilities for visual experimentation and visualization experiences. For some teachers and learners, the technology tools will simply enhance visual presentation or expression rather than explore visualization or generate explicit ideas about extracting meaning from different visual forms. Reflection on the creation of these presentations, however, may still accomplish visual literacy objectives. It will be interesting to see if

adding visual literacy experiences to classroom times which usually emphasize traditional literacies will prove useful in the development of learners' abilities. There are innumerable opportunities for the development of visualization experiences, including the modelling of mental rotations, animations which illustrate complex processes, and visual transformations such as going from perspective views to orthographic ones. Image processing software allows inquiry into science and mathematics topics through the use of image transformations. At this point, substantial research is still needed to ascertain what strategies, materials, and purposes are the most powerful foci for increasing visual literacy. (AEF)

**ED 408 958**

**IR 018 371**

Holmes, Glen A.

**Visual Fidelity and Learning via Computer-Based Simulations.**

Pub Date—Jan 97

Note—5p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Classroom Observation Techniques, \*Computer Simulation, Computer Software Evaluation, \*Computer System Design, Computer Uses in Education, Evaluation Methods, Formative Evaluation, Knowledge Representation, Program Development, Student Behavior, Teacher Behavior, Teacher Education, Teaching Methods, Teaching Styles, \*Virtual Reality, Visualization  
Identifiers—\*Behavior Analysis, Knowledge Bases

Effective classroom simulations can provide opportunities for end-users to analyze human teaching and learning behaviors and can also help prepare teachers for real-world experiences. This paper proposes a simulation project based on an aggregation of ideas associated with knowledge-based simulations, behavior observations, visualization, and the team approach to product development. Knowledge-based simulations use special knowledge to boost run-time performance and fidelity, often relying upon disciplines such as game and probability theory for implementation. They can use virtual reality to offer navigation through, and three-dimensional viewing of, worlds in real time; the user's role shifts from passive to involved. For the project, a research team of computer programmers, instructional designers, videographers, graphic artists, behavioral psychologists, educational researchers, and a project manager was assembled. The team, taking into account issues of quantifying human behavior and depicting it via simulation, will: develop a knowledge base using several electronic databases; review new technology and software as they emerge; and carry on running discussions of feasibility and the formative evaluation process. (AEF)

**ED 408 959**

**IR 018 372**

Washington, James M., Jr.

**Design Issues Adapting a Visual Paper-and-Pencil Test to the Computer: A Case Study—The Figure Classification Test.**

Pub Date—Jan 97

Note—9p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Authoring Aids (Programming), \*Computer Assisted Testing, Computer Interfaces, Computer System Design, Computer Uses in Education, Evaluation Methods, Instructional Materials, \*Media Adaptation, Navigation (Information Systems), Optical Scanners, Pictorial Stimuli, Screen Design

(Computers), Spatial Ability, \*Test Construction

Identifiers—Digital Imagery, \*Paper and Pencil Tests

This paper documents issues in converting the Figure Classification Test to the computer. The purpose of the test, which is almost entirely visual, is to determine the subject's ability to discover rules via the visual/spatial environment. The methodology of the paper-and-pencil Figure Classification Test is as follows: the subject views a series of two or three groups of pictures composed of printed shapes and is asked to classify each of the figures as belonging to one of three groups. In converting the paper-and-pencil test to the computer, the immediate concern was scanning the original drawings and converting them to line output. The philosophy of design for the project screens was to keep close to the paper version, yet to help the user navigate the test. The authoring aid used allowed mouse and keyboard input to operate equivalently for the user. Only minor changes to the original instructions were made: instructions to make the user familiar with the interface were added. Preliminary evaluation consisted of direct observation; 15 subjects at different times ran the program with no verbal instructions or coaching. The user interface and screen design seemed to be acceptable. No subject, after moving the mouse, ever attempted to use the keyboard for input. Users did not gain immediate proficiency at the task, possibly due to the instructions. Device dependence issues also detracted from the computer test's equivalence to the original test. Direct observation of the program users appears to be a good first step toward improving and validating this computer-based test. (Contains 13 references.) (AEF)

ED 408 960 IR 018 373

Chown, Jeffrey

Representing the Ghetto Playground: From "Be Like Mike" to "Hoop Dreams."

Pub Date—Jan 97

Note—8p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Athletes, Audience Response, Basketball, \*Bias, \*Black Students, Blacks, \*Documentaries, Editing, Films, Popular Culture, \*Racial Relations, \*Realism, Social Influences, Visual Arts

Identifiers—Film Reviews, \*Hoop Dreams

This paper traces representational strategies employed by "Hoop Dreams," the documentary for which two black teenagers and their families consented to have three white film makers follow them around in their day-to-day life for five years. Storytelling techniques, choice of narrator, and on- vs. off-screen action all reflect film maker bias and filter reality. Of particular interest is the way the film employs juxtapositional editing strategies to make sociological observations about racial relations in current American society. As "Hoop Dreams" is placed against the broader cultural context of popular culture representations of class and race, and how mass audiences receive such works, the other topics of discussion which emerge include: (1) the current high visibility of black role models both positive and negative; (2) the images in "Hoop Dreams" contrasting sharply with the black affluence depicted in other television programming; (3) the ghetto playground as a fantasy melting pot experience for white America; and (4) the limitations of film and the documentary genre in depicting the whole person, his family relationships, and his sociological reality. Still, the paper concludes that the success of "Hoop Dreams" is a testament to good film making, as well as to the fact that American culture is desperate for messages that will bring races together rather than pushing them apart. (AEF/BEW)

ED 408 961 IR 018 374

Dumbekals, Lydia

Mapping the World through Science and Art.

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Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aesthetics, \*Creative Activities, Design, \*Earth Science, High School Students, High Schools, Instructional Effectiveness, Instructional Innovation, Maps, Photographs, Secondary Education, \*Student Projects, \*Visual Learning, \*Visual Literacy

Identifiers—\*Pennsylvania Governors School for the Agric Sci, Remote Sensing Systems

One of the most interesting challenges facing educators today is how to engage students in meaningful study of the environment in which they live. This paper presents the benefits of studying scientific data from an aesthetic point of view. The visual display of the earth's surface through aerial photographs and satellite map images was used as the basis for interpretive art works created with dyed silk by high school students at the Pennsylvania Governor's School for Agricultural Sciences. Three main criteria were used to evaluate the final pieces: (1) use of color, (2) design (composition), and (3) approach (meaning). Final evaluations of the course suggested that it was a very satisfying experience for the students. Some of the outcomes gained through the exploration of mapping included: the development of visual literacy skills, including an ability to read symbols and layer information; an increase in knowledge pertaining to the origins and use of remote sensing data; and continued development of an aesthetic eye in the creation of unique works of art. (AEF)

ED 408 962 IR 018 375

Akintunde, Omowale

Light Skinned with Good Hair: The Role of the Media and Christianity in the Maintenance of Self-Hatred in African Americans.

Pub Date—Jan 97

Note—9p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Aesthetic Values, \*Blacks, Christianity, \*Mass Media Effects, Mass Media Role, Physical Attractiveness, Racial Bias, Racial Differences, Religious Factors, \*Self Concept, \*Self Esteem, Social Cognition, Social Influences

Identifiers—\*African Americans, Hairstyles, Skin Color

This paper explores how feelings of self-hatred in African Americans are perpetuated through media and the standard physical and ideological manifestations of Christianity. The notion that skin that is closer to white and hair that is closer to white are both more desirable attributes is a dominant theme underlying the African American experience. The implications of such a notion (being African American is unattractive) cannot survive as a singular pejorative idea; it must be reinforced from every possible social milieu. Yet most African Americans deny or are at least unaware on a conscious level of the impact of their perceptions of these phenomena on the formulation of their self-image. The consequences of such pervasive beliefs erects a social, psychological, and cultural construct which leads African Americans to believe they are inferior by virtue of their birth. Examples include: (1) in film and music videos, the concept of the white female as more desirable is perpetuated, so that African American women spend millions of dollars each year on products to make them look like white women; (2) in a study of four-year old African American girls, researchers found that there was a

clear majority preference for white dolls; (3) African American comedy as evidenced on television is also replete with self-deprecation and with black audiences who laugh at it; (4) feelings of self-hatred perpetuated and enconced in the standard physical and ideological manifestations of Christianity, through images of a white God. Until racially biased images are eliminated, the notion that all humans are not equal will persist. (AEF)

ED 408 963 IR 018 376

Christopherson, Jerry T.

The Growing Need for Visual Literacy at the University.

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Note—7p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Literacy, \*Curriculum Development, Departments, Desktop Publishing, Feedback, General Education, Higher Education, Information Technology, Instructional Development, Liberal Arts, \*Needs Assessment, Pilot Projects, \*Visual Learning, \*Visual Literacy

Identifiers—\*Brigham Young University UT, \*Course Development, Cross Discipline Education, Multimedia Technology, Practitioners

Current research at Brigham Young University (BYU) determined that basic visual literacy instruction is needed in disciplines outside of the arts. Following a needs assessment survey of BYU's 83 departments, an honors general education Arts and Letters course in visual literacy was piloted in the 1996 winter semester. Lectures were presented by full-time, part-time, and retired faculty while the desktop publishing and multimedia production was taught by full-time working professionals. Students gave the course an excellent rating. Another survey, combined with personal interviews, was administered to the colleges of Nursing, Engineering, Social and Family Sciences, Business, and Fine Arts and Communications to determine the level of importance of visual literacy and the level of proficiency needed for the different disciplines. Statistical analysis of the data revealed visual literacy to be somewhat important across all the disciplines and identified an intermediate level of proficiency as needed by students in all five of the colleges. It was concluded that a visually literate person should be able to: (1) interpret, understand, and appreciate the meaning of visual messages; (2) communicate more effectively through applying the basic principles and concepts of visual design; (3) produce visual messages using the computer and other technology; and (4) use visual thinking to conceptualize solutions to problems. The study also indicated that even though giving students individual feedback was very labor-intensive, it was critical to the learning experience. (AEF)

ED 408 964 IR 018 377

Dykstra, Jeanne Dykstra, Frank E.

Imagery and Synectics for Modeling Poetry Writing.

Pub Date—Jan 97

Note—4p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, \*Creative Thinking, \*Creative Writing, Descriptive Writing, Elementary Secondary Education, Figurative Language, \*Imagery, Instructional Innovation, Introductory Courses, \*Metaphors, \*Poetry, Public Schools, Reading Aloud to Others, Teaching Methods

Identifiers—\*Analogy

Synectics is the use of thinking in metaphors, or figurative language in general, to see the familiar in



unfamiliar ways or the unfamiliar in familiar ways. W.J.J. Gordon and his Cambridge Synectics Group isolated ways to think metaphorically by solving artistic problem-solving mechanisms most people possess in their experiential background. This paper shows how Gordon's synectics mechanisms can be incorporated in introductory poetry writing instruction for public school students. These mechanisms include personal analogy, direct analogy, symbolic analogy, and fantasy analogy. Suggestions include: (1) starting out by reading poetry aloud to students without analyzing it; (2) beginning the writing with a list poem—students jot down words as quickly as they are perceived without worrying about final composition; and (3) beginning through prose writing, which frees the student to follow the flow of their words. The student then rewrites the prose piece with the addition of metaphors, trying to imagine what they wrote in a different light using Gordon's mechanisms. The prose can be transformed into a poem by including metaphors, shortening the sentences into brief phrases, then rearranging the spacing for lines. (Contains 10 references.) (AEF)

**ED 408 965** IR 018 378

Gibbs, William J. Fewell, Patricia J.

**Virtual Courses and Visual Media.**

Pub Date—Jan 97

Note—7p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Guides - Classroom - Teacher (052) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Computer Mediated Communication, Design Preferences, Distance Education, Electronic Mail, Guidelines, Higher Education, Instructional Design, Instructional Innovation, Interaction, Internet, Navigation (Information Systems), Teacher Student Relationship, Teaching Guides, Visual Aids, Visual Learning, World Wide Web

Identifiers—Course Development, Eastern Illinois University, Visual Design, Visual Displays

There are a number of issues that must be addressed when delivering courses entirely online, such as designing effective user interfaces, using the visual medium of the World Wide Web effectively, and modifying traditional instructional methods. This paper discusses the design, development, implementation, and evaluation of an online course at Eastern Illinois University. The majority of instructor/student interactions were done electronically; most student-to-student interaction occurred through e-mail or the telephone. Given the visual nature of the virtual course, instructors need to think visually while at the same time understanding the current limitations of the medium. To maintain interest in electronic dialogue, instructors should use written language in a skillful way, including humor and metaphor. Other guidelines include using short concise sentences, lowercase letters, uniform text spacing, and effective headings and white space. In developing course materials for the World Wide Web, instructors should also: present a sensible ordering of information by topic; categorize links as essential or supplemental; create a consistent navigational design; keep documents as brief as possible; and provide a linear pathway. For example, browser "frames" enable several Web documents to be opened simultaneously in the computer screen area, which can help circumvent disorientation. Sound principles of visual design can improve the aesthetics of online materials, their organization, and their effectiveness. (AEF)

**ED 408 966** IR 018 379

Bisplinghoff, Gretchen

**Travellers and Cowboys: Myths of the Irish West.**

Pub Date—Jan 97

Note—6p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual

Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353. Photographs may not reproduce clearly.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Films, Foreign Countries, \*Horses, \*Imagery, Mass Media Effects, Metaphors, Mythology, Popular Culture, \*Symbolism, Visual Stimuli

Identifiers—Cowboys, \*Film Reviews, Irish Drama, Irish People, Masculinity, Rites of Passage, United States, \*Westerns (Films)

The recent Irish film "Into the West" (1992) explores the myth of the West on two continents. Images from television and movies appear as a visual reference point within "Into the West"; the main characters, two young Irish boys, are fascinated with the American West of cowboys and Indians as depicted in countless Hollywood versions. The image of the horse operates as the common denominator to the exploration of both myths, since the boys embark on a rescue mission after they see a horse that was stolen from them appear in a televised sporting event. The horse as visual icon crosses the boundaries of time, space, and culture; it defines the parameters of the Western genre in theme and style and represents key elements of the identity of the cowboy. Traditionally, the traits of power and freedom associated with the depictions of the horse shape the masculine identity of the cowboy. "Into the West" shows how the bonding process of horse and man frequently represents a rite of passage for young Westerners, an initiation into manhood. As in other Western sagas, the journey of the two main characters represents both physical movement across the landscape and spiritual quest. (AEF)

**ED 408 967** IR 018 380

Butler, Rebecca P.

**The Development and Demise of 8 MM Film Loops in America.**

Pub Date—Jan 97

Note—7p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Characterization, Educational Benefits, Educational Equipment, \*Educational Technology, Elementary Secondary Education, \*Filmstrips, \*Obsolescence, \*Sex Role, Social Influences, Technological Advancement, \*Visual Aids

Identifiers—\*Eight Millimeter Film, \*Film History, Gender Gap

Educators in the late 1960s and early 1970s found that 8 mm film loop cartridges encouraged learning techniques such as self-tutorials, individualized instruction, and small-group participation. The single concept approach used in the production of most 8 mm cartridges contributed to alternative learning strategies in these settings. The simplicity of the equipment, its portability, indestructibility, and low cost added to its popularity. Standard and Super 8 mm film loops and cartridge projectors were compared to books in terms of accessibility and were a strong promoter of visual communication. For all this, however, they remained only a short time on the educational scene. Lack of standardization and versatility, plus a number of economic and social issues, translated into early extinction for this non-print medium. For example, an analysis of gender in 8 mm film loops revealed that it was possible to find a male in a "feminine" role or in a more neutral role; however, while women, too, were portrayed in gendered roles as well as in neutral roles, no women were found in subject areas seen as masculine. These perceptions reflect the times in which the film loops were created and produced: an era in which the gender gap was only beginning to decline. Regardless of their short life span, the existence of the 8 mm film loops on the audiovisual scene makes them a part of educational technology history. (Contains 40 references.) (AEF)

**ED 408 968**

IR 018 381

Butler, Rebecca P.

**Women's History in Visual and Audiovisual Education, Where and How To Find It.**

Pub Date—Jan 97

Note—5p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Opinion Papers (120) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Archives, Audiotape Recordings, \*Audiovisual Aids, Audiovisual Communications, Discourse Analysis, Doctoral Dissertations, \*Females, Feminist Criticism, Information Sources, Media Specialists, Oral History, Research Methodology, Social Theories, Textbooks, Visual Aids, \*Women's Studies

Identifiers—Association for Educational Communications Tech, \*Gender Gap, \*Historical Background

This paper briefly describes the author's dissertation research covering the history of women as visual and audiovisual educators (1920-1957), outlining her historical methodology and tracing sources for such research. The methodology used was a discourse analysis of selected audiovisual textbooks and audiotapes of founders in the audiovisual field. Because there is no standard methodology for a discourse analysis of historical audiovisual texts, working concepts of texts, reader, author, subjectivity, sex, and gender were drawn from a number of sources: social reader theories, critical feminism, and discourse as informed by post-structural concepts. Early audiovisual texts and oral history tapes were analyzed to determine the rhetorical direction the authors/founders took in shaping the knowledge base constituting audiovisual education and gender equity issues within the field. A prominent source of information for the research was the Association for Educational Communications and Technology (AECT) Archives, housed at the University of Maryland, College Park. Types of items found in the AECT Archives include: conference reports, audiovisual guides, software and hardware manuals, film catalogs, private correspondence to and from founders in the field, and reel-to-reel oral history tapes. (Contains 14 references.) (AEF)

**ED 408 969**

IR 018 382

Bazeli, Marilyn

**Visual Productions and Student Learning.**

Pub Date—Jan 97

Note—6p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Guides - Non-Classroom (055) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Audiovisual Aids, Class Activities, Computer Uses in Education, Cooperative Learning, Information Technology, Learning Activities, Photography, Secondary Education, \*Student Developed Materials, Student Motivation, Student Participation, Student Projects, \*Visual Learning, Visual Literacy

Identifiers—\*Technology Integration, Video Production

When students become actively involved in technology productions they develop learning skills, communication skills, and visual analysis skills, all of which are applied to real-life learning within the classroom curriculum. Students participate in all stages of the production projects, which proves to be motivating for the students and allows the teacher and students to work personally and collaboratively. In this paper, some ideas are presented for student visual productions that are integrated directly into classroom curricular areas. Activities are described for the following visual media and subjects: photographs in reading, science and social studies; organizational visuals in vocabulary and language arts; television/video in language arts and

health; computers in math and language arts; and sound/slide productions in language arts and social studies. (AEF)

**ED 408 970** IR 018 383

Kovalik, Cindy L. Lambdin, Kim

**A Cartographic Interpretation of Visual Literacy: An Historical Perspective.**

Pub Date—Jan 97

Note—11p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Historical Materials (060) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Archives, Comparative Analysis, \*Correlation, Critical Viewing, Data Interpretation, \*Geographic Location, Geography, Government Role, Higher Education, \*History, Intellectual Disciplines, \*Maps, Program Development, Visual Aids, \*Visual Literacy  
Identifiers—\*Geographic Information Systems, \*Time Oriented Data

This paper presents findings from an historical investigation of visual literacy, a unique aspect being that the approach relied on the marriage of two disciplines—geography and history—which study change over time. Maps and their interpretation of data by cartographers tend to provide a foundational context that can illuminate past and present and establish connections between them. In this case, using a variety of sources, researchers mapped historical aspects of visual literacy with a geographic information system (GIS). Discussion and figures explore: (1) a time line of seminal works in critical viewing, the psychology of art, and visual literacy; (2) the acquisition and organization of the correspondence of Dr. Henry Ray, an important figure in the field, by Kent State University (location of his correspondents indicates pockets of interest in visual literacy); (3) government funding for educational programs in visual literacy; (4) media preservation efforts; and (5) visual literacy education efforts in non-school settings like museums and libraries. By overlaying a map depicting one data source with a map depicting another data source, relationships between the two data sources become more apparent than if the two data sources were described solely in a written format. (Contains 25 references.) (AEF/BEW)

**ED 408 971** IR 018 384

Burton, Terry

**Visual Literacy and Just-In-Time-Training: Enabling Learners through Technology.**

Pub Date—Jan 97

Note—8p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Authoring Aids (Programming), \*Computer Assisted Instruction, Computer Graphics, Computer Software Selection, Computer System Design, Courseware, Delivery Systems, Educational Needs, Engineering Drawing, Higher Education, \*Instructional Design, Instructional Development, Instructional Materials, Internet, \*Systems Approach, Visual Learning, \*Visual Literacy, \*World Wide Web

Identifiers—\*Course Development, \*Just in Time Systems, Purdue University IN, Technology Integration

Quality education is often impeded by lack of instructor time and by a failure to provide instruction that is individualized and at the point of need. Integration technology into course development can alleviate these problems, but only if the technology is easy to learn and supports a systems approach. In implementing a Web-based Technical Sketching course at Purdue University (Indiana), a systems approach was used to design, develop, and distrib-

ute the electronic course materials. The four-part systems model includes people, environment, processes, and technology. The first step is to identify the participants in the system; in this case, students and instructors are the receivers (customers) of the development effort. The environment consists of traditional sketching tools and access Web-enabled computers for the customers. Processes relative to the sketching course content include psychomotor, affective, and cognitive knowledge activities. Technology manifests itself in the form of Web-enabled computers, browser software, and printers for instructors and students. The course developer needs supporting electronic data files, HTML translation software, image mapping software, ftp software, and other specialty software. The combination of Microsoft NT or Windows 95 and the Web authoring aid FrontPage provides the technology components necessary to create and distribute Web-based instructional materials. The next step is for course developers to create and distribute customized learning environments that are visually rich and dynamic. A proposed "Just-In-Time-Training" (JITT) system would involve an Internet component comprised of user information services, a private intranet for class-specific information like grades and personal data, and a development area where the project testing and experimentation would reside. (AEF)

**ED 408 972** IR 018 385

Burton, Terry

**Attaining Visual Literacy Using Simplified Graphics in Industry.**

Pub Date—Jan 97

Note—11p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Computer Assisted Design, Computer Graphics, Computer Software, \*Delivery Systems, Document Delivery, Documentation, \*Engineering Graphics, Industry, Information Technology, \*Systems Approach, Total Quality Management, \*Visual Literacy

Identifiers—Corporate Users, ISO 9000, Just in Time Systems

In the current milieu of ISO 9000 certification, just-in-time engineering (JIT), demand flow technology (DFT), and total quality management (TQM), industry is attempting to implement available technology for the creation, control, and delivery of documentation. In most cases, their efforts are in need of outside resources to analyze, develop, propose and implement usable solutions. This paper addresses the need for a graphic engineering system to distribute graphic products of computer-aided drafting (CAD); it reveals a single solution by outside contracted resources, to quantify, justify, create, and deliver three-dimensional modeling-based graphics into a systematic communication environment. Software and hardware delivery systems in graphic engineering are presented in support of communication instruments required for manufacturing and assembly processes. Examples are presented, with supporting data, as evidence of the value that a simplified graphics system approach has on visual literacy in industry. (Author/AEF)

**ED 408 973** IR 018 386

Moriarty, Sandra E. Kenney, Keith

**A Philosophical Discussion of Representation.**

Pub Date—Jan 97

Note—9p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Abstract Reasoning, \*Cognitive Processes, Concept Formation, \*Information Processing, Models, Perception, Pictorial Stim-

uli, Thinking Skills, \*Visual Literacy, \*Visual Stimuli

Identifiers—Ionicity, \*Philosophical Influences, Representational Thinking, \*Visual Communication

One of the most basic theoretical areas in the study of visual communication and visual literacy is the nature of representation. Some of the important research in this area is reviewed in this paper, and a model of representation is developed that satisfies many of the philosophical concerns. The paper begins with a discussion on the relationship between pictures and reality. This relationship depends upon the nature of the sign. Iconic and indexical signs are highly dependent on resemblance and likeness; symbolic signs, however, depend on conventional relationships that have to be learned. Discussion then moves to the model, which maps representation in terms of four types of information processing: convention, natural perception, abduction, and cognitive processing. Some philosophers argue that all observations are read in a code using conventions. In contrast, others with the so-called "objective" view suggest that the ways things look are taken to be objective properties of the visual world. A number of scholars believe that pictorial representation is a natural process that uses informal perceptual processes to generate meanings. Another approach to understanding representation is the notion of abduction, which is a way of thinking based on hypothesis building and conjecture rather than formal deductive or inductive reasoning. Subjective vision is based on the idea that people learn to interpret visual effects; however, much of what is interpreted reflects natural cues that are recognized as part of a larger schema. Mapping the field of representation admits the validity of the different viewpoints and makes an argument for the complexity of visual representation. (Contains 16 references.) (AEF)

**ED 408 974** IR 018 387

Valentine, Sherie L.

**Student Nurses' Perceptions of Hospital Staff Modeling Behaviors.**

Pub Date—Jan 97

Note—5p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Educational Environment, Hospital Personnel, \*Learning Experience, \*Modeling (Psychology), \*Nursing Education, \*Observational Learning, Questionnaires, Role Models, \*Student Reaction, Student Surveys, Two Year College Students, Two Year Colleges

Identifiers—Learning Environments, \*Professional Behavior, Professionalism

This study used Brookfield's Critical Incident Questionnaire (CIQ) to assess the learning environment and student nurses' perceptions of hospital staff modeling behaviors. CIQs were distributed to Associate Degree female nursing students at United Medical Center in Cheyenne, Wyoming. A large majority (80%) of the 117 respondents identified hands-on patient care as the most engaging activity. On the other hand, 65% of respondents felt most distanced when not involved in hands-on patient care. Many respondents (85%) also identified performing procedures with verbal instruction/feedback as the most helpful or affirming modeling of professional nursing behavior. Negative modeling behaviors by hospital staff were listed by the respondents as any confusing and surprising actions (rudeness, incomplete paperwork, forgetting gloves, etc.). Students had a difficult time processing these incongruent visual messages. Implications from this study reveal that students desire an opportunity to create their own visual messages through modeling professional behavior. In addition, preceptors have a great influence on student learning and the learning environment through their modeling behaviors and visual messages. It is recommended that preceptors be carefully chosen, ori-

ented, provided with ongoing support, and continually assessed. (AEF)

**ED 408 975** IR 018 388

*Semali, Ladislaus*

**Quest of Visual Literacy: Deconstructing Visual Images of Indigenous People.**

Pub Date—Jan 97

Note—10p.; In: *VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association* (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Critical Thinking, \*Critical Viewing, \*Cultural Images, Ethnic Groups, Film Criticism, \*Films, Foreign Countries, Higher Education, \*Indigenous Populations, Inquiry, Misconceptions, \*Visual Literacy, Visual Stimuli

Identifiers—\*Africa (Sub Sahara), \*Gods Must Be Crazy (The), Visual Representation

This paper introduces five concepts that guide teachers' and students' critical inquiry in the understanding of media and visual representation. In a step-by-step process, the paper illustrates how these five concepts can become a tool with which to critique and examine film images of indigenous people. The Sani are indigenous people of the Kalahari Desert in Southern Africa. The culture, language and social life of the Sani has been represented in the film, "The Gods Must Be Crazy" (1984). Through the humorous images in the film, the writer-director makes jokes about the absurdities and discontinuities of African life. In films, through the manipulation of camera angles and other techniques, the viewer is given a sense of realism. Such plays of visual representations of people demand a careful analysis to discover: (1) what is at issue; (2) how the issue/event is defined; (3) who is involved; (4) what the arguments are; and (5) what is taken for granted, including cultural assumptions. Each of these questions is explored in relation to "The Gods Must Be Crazy." In critical viewing in general, a systematic mode of inquiry should be applied which focuses on the visual, source, origins, and the determinants of media and visual constructions. By using these five concepts in critical inquiry, the ways in which the language of visuals is socially and historically produced can be examined. (Contains 13 references.) (AEF)

**ED 408 976** IR 018 389

*McClurg, Patricia And Others*

**Exploring Children's Spatial Visual Thinking in an HyperGami Environment.**

Pub Date—Jan 97

Note—11p.; In: *VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association* (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Computer Assisted Design, Computer Assisted Instruction, Computer Software, \*Hypermedia, Improvement, Intermediate Grades, Junior High Schools, Microcomputers, \*Microworlds, Perceptual Development, Pretests Posttests, \*Spatial Ability, Visual Learning, \*Visual Literacy, \*Visual Measures

Identifiers—\*Shapes, \*Spatial Tasks

This study investigates children's spatial cognition in the microcomputer environment created by "HyperGami." Two categories of spatial cognition have been described: spatial visualization, which involves mentally rotating, manipulating and twisting two- and three-dimensional objects; and spatial orientation, which involves the ability to remain unconfused by changing orientations of spatial configurations. "HyperGami" is a computer application which allows students to design, decorate, explore, and manipulate a two-dimensional net made up of polygons and their associated three-dimensional solids. Subjects for this study were 12 sixth-through ninth-grade students in the University of

Wyoming Laboratory School. Students were given pretests and posttests. Once a week for a period of 6 weeks, the subjects interacted individually with "HyperGami" for 1 hour. They were divided into three groups, each with different exploration exercises and different aims. In the first group, each subject made gains in their ability to recognize the nets of solids, which require spatial visualization ability. Results from the second group suggest that interaction with "HyperGami" may have helped the subjects improve their ability to visualize the solid from its two-dimensional net. No evidence was found in the third group to show that the hours spent interacting with HyperGami helped the children to count vertices, to count faces, or to identify faces after truncation of vertices. Appendices present the polygon configurations used in the pretest and posttest. (Contains 31 references.) (AEF)

**ED 408 977** IR 018 390

*Bazeli, Marilyn Robinson, Rhonda*

**Creating Critical Thinkers.**

Pub Date—Jan 97

Note—8p.; In: *VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association* (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Class Activities, Critical Thinking, \*Critical Viewing, Curriculum Development, Elementary Secondary Education, \*Learning Activities, Mass Media Role, Nonverbal Learning, Popular Culture, \*Problem Solving, Relevance (Education), Skill Development, Visual Discrimination, \*Visual Learning, \*Visual Literacy

The inclusion of critical thinking and viewing skills across the curriculum is one way to approach the development of problem solving, which could help develop the kind of students prepared to accept the challenges they face. Using popular media in teaching such skills links critical thinking to life in a way that keeps critical thinking from being isolated or seeming too difficult for students. Viewing activities are motivating, challenging, fun, and can enhance communication skills among students while they develop their critical thinking skills. This paper suggests activities for using video analysis, television production, computers, and photography, as well as hands-on geometrical/reasoning tasks and activities that involve visual analysis of color and shapes of letters of the alphabet. Ideas are presented for implementing these activities in several curriculum areas. (AEF)

**ED 408 978** IR 018 391

*Novemsky, Lisa Gaultreau, Ronald*

**Perception in the Invisible World of Physics.**

Pub Date—Jan 97

Note—10p.; In: *VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association* (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Change Agents, Cognitive Development, Comprehension, \*Concept Formation, Higher Education, Imagery, Metaphors, \*Perception, \*Physics, Pictorial Stimuli, Science Instruction, Secondary Education, \*Visual Stimuli

Physics learning involves a change in the habitual perception of the everyday world. In order to describe the real world scientifically, an individual must develop perception and cognition capable of reconstructing the world from raw sensory data and incorporating acquired knowledge of the scientific community. The introductory physics student struggles to "see" the invisible filters of conventional physics ideas that most physicists take for granted. This paper draws on several theories of perception and imagery to explore experiences with the invisible world of physics. Discussion includes: generation of images as a route to understanding physics;

internal physics imagery and physics thinking: viewing light as a particle or wave; the speed of light; and illustrating the speed of sound and black holes with visual metaphors. Nine figures illustrate various physics concepts. (Contains 11 references.) (AEF)

**ED 408 979** IR 018 392

*Pruisner, Peggy A. P.*

**Using Graphics for Integrated Planning.**

Pub Date—Jan 97

Note—6p.; In: *VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association* (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Cognitive Processes, Communication (Thought Transfer), Concept Formation, Concept Mapping, \*Educational Planning, Guidelines, Higher Education, Information Processing, Instructional Design, \*Integrated Curriculum, Pictorial Stimuli, \*Problem Solving, \*Visual Aids, Visual Stimuli

Identifiers—\*Graphic Representation, \*Visual Communication

There is an emphasis on meaningmaking, problem solving, and discovery in contemporary educational settings—facts and concepts integrated into the curriculum by unifying themes that connect to real-world experiences. Using graphics to represent the thinking of students in learning and the thinking of teachers in integrated planning can be efficient because they portray much information and effective because they facilitate communication. This paper asserts, however, that a common language of graphics must be presented for graphics to be universally understood in integrated planning. Using top-down and bottom-up thinking to guide graphic selection facilitates planning and learning for all contents, types, and levels of users. Top-down visuals can test ideas against facts or solve specific problems by using concept maps to relate ideas to facts or ideas to other ideas. In contrast, bottom-up graphics help students scan, sort, and organize information. Selecting graphics that communicate but are flexible in their power to represent complex thinking is essential. The graphical representations in this top-down, bottom-up schema provide the common language of graphic tools that is needed, while also allowing for varied interpretation and flexible use by teachers and learners alike. An eight-step instructional plan is outlined, and five figures present examples of graphics from integrated units. (AEF)

**ED 408 980** IR 018 393

*Gray, Jacqueline W.*

**Story Re-Visions: Tales for the Future.**

Pub Date—Jan 97

Note—6p.; In: *VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association* (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Autobiographies, Childhood Needs, \*Early Experience, \*Life Events, Mental Health, Narration, Oral Tradition, \*Personal Narratives, Psychotherapy, Reminiscence, \*Story Telling

Over the years many different psychologists and psychoanalysts have found value in the concept of the self-narrative, or the "life story." Narrative thought demands an appreciation of the particulars of time and place and a focus on multidimensional understanding of events, people, emotion, and motivation. By using the life story or self-narrative, one can explore the past, examine its effect on the present, and determine how lessons learned can be related to planning for the future. Writing one's life story gives spatiotemporal structure to the separate events and expectations by sequencing and determining relevance. Individuals often identify a "life theme"—affective and motivational characteris-



tics, values, beliefs, and interpretations of events that are repeatedly played out in the interactions in a person's life. As stories are retold (in psychotherapy sessions, for example), they undergo changes because people use earlier versions to review experiences and allow alterations in how they interpret events. By introducing these ideas to children as they learn about stories and storytelling, "re-visioning" experiences could deconstruct dysfunctional ideas before they become too ingrained in their behavioral road, making change of direction more difficult. Edutainment options from "Choose Your Own Adventure" books and video or computer games that drive home the consequences of decisions and give children opportunities to revise their story and improve their choices is one way to incorporate the art of story re-telling. (Contains 24 references.) (AEF/BEW)

**ED 408 981** IR 018 394

Conning, Carmela A. Cook, Jeannie

**Celebrating Cody: An Opportunity To Present a Visual History.**

Pub Date—Jan 97

Note—4p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Archives, Community Characteristics, \*Community Coordination, Community Involvement, Community Services, Information Sources, \*Local History, \*Program Development, \*Visual Aids

Identifiers—\*Commemorative Events, Commemorative Publications, Visual Displays, Web Sites, \*Wyoming (Cody)

This paper summarizes the various visually-oriented and informational projects that were developed to enhance the celebration of the 100th anniversary of the founding of the town of Cody (Wyoming). Some of the projects that were developed included: (1) a slide show presentation detailing Cody's growth from 1896 to the 1920s; (2) a pictorial history of the town; (3) a tapestry displaying several buildings important to local history; (4) a centennial calendar using old photographs of the town and of Colonel William F. Cody and his family; (5) weekly photographs and stories published in the local newspaper; (6) assorted pictorial exhibits; (7) display cases and panels filled with appropriate materials at the Park County courthouse; (8) providing photographs and information for school projects; (9) revising the Walking Tour for the town of Cody; (10) efforts in acquiring artifacts, materials, photographs and information for the Centennial display; (11) informational kiosks erected at sites around the town; (12) a video production of Cody's first 100 years; (13) a Web site; and (14) historical markers for the Northfork Highway (road to Yellowstone National Park). (AEF)

**ED 408 982** IR 018 395

Stanley, Ethel D.

**Visual Learning in Field Biology.**

Pub Date—Jan 97

Note—5p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Biology, Experiential Learning, \*Field Instruction, Higher Education, \*Information Processing, Instructional Design, \*Observational Learning, Pictorial Stimuli, Problems, \*Skill Development, Student Experience, Undergraduate Students, \*Visual Learning, Visual Literacy, Visual Stimuli

Identifiers—Visual Communication

Visual learning has long been recognized as an integral process in educating biology undergraduates, who must develop specific visual skills and knowledge in order to communicate and work in the

extensive visual culture shared by practicing biologists. Student experiences with field observations and the development and application of verbal/visual language in the field setting are often problematic, however. One way of improving the design of field experiences in biology is to consider the kinds of visual tasks that are required for learning. For example, organism identification deals with individual variation among living specimens, which often requires active assessment of visually complicated information; experienced biologists use some subset of this information to shorten the identification process. When students depend on a single image or on a photograph or drawing or a "typical" example to identify a specimen, they may be unable to deal with the diversity within a population of similar specimens. Other complications for beginners are limited observation time in the field and the image familiarity demanded by the field manual and dichotomous key. The ability to identify an object requires more than general familiarity of forms, but also judgments based on re-examination of the nature of that familiarity. Field studies that incorporate collaborative investigations may provide this kind of practice. (Contains 12 references.) (AEF)

**ED 408 983** IR 018 396

Silverstein, Ora. N. Asael

**Imagery, Concept Formation and Creativity—From Past to Future.**

Pub Date—Jan 97

Note—9p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353. Some of the text is missing.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Children, Cognitive Processes, \*Concept Formation, \*Creative Thinking, \*Imagery, \*Imagination, \*Nonverbal Communication, \*Pictorial Stimuli, Visual Stimuli

Identifiers—Archetypes, Native Americans, \*Visual Communication

At the center of the conceptual framework there is visual imagery. Man's emotional and mental behavior is built on archetypal symbols that are the source of creative ideas. Native American pictography, in particular, illustrates this in the correlation between gesture speech and verbal speech. The author's research in this area has included a series of conversations with a preschool child about the imaginative formation of the concept of "a cloud." The examination of one child's creative thinking indicates that scientific thinking occurs alongside artistic thinking. The paper concludes that the understanding of the role of imagery in the creative processes, both scientific and metaphorical, will help in building the right attitudes towards the comeback of picture-language. (Contains 14 references and 9 figures.) (AEF)

**ED 408 984** IR 018 397

Hunter, J. Mark

**Grave Songs in Stone.**

Pub Date—Jan 97

Note—7p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Creative Expression, Death, \*Imagery, Nonverbal Communication, Pictorial Stimuli, \*Sculpture, Visual Stimuli

Identifiers—Cemeteries, \*Grave Markers, \*Image Analysis, United States (Southeast), Visual Communication

A survey of images on gravestones yields a fascinating array of symbols and visual communication. This paper describes a project in which over 300 symbols in graveyards of the southeastern United States were examined. The method of recording the images and information about them was to photograph the symbol with a 35mm single lens reflex

(SLR) and write down certain data. A typical entry would record the place, present date, sex of the person or people, dates of birth and death, and the symbols on the stone. Symbols are described according to the following categories: flora; fauna; shapes/symbols; tools/implements; scenes; insignia; and humanoid forms. The themes peculiar to these Southern graveyards were found to be mostly associated with the Confederacy. Nineteen figures present reproductions of various symbols. (AEF)

**ED 408 985** IR 018 398

Luck, Donald D. Hunter, J. Mark

**Visual Design Principles Applied To World Wide Web Construction.**

Pub Date—Jan 97

Note—7p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Computer Graphics, Computer Interfaces, \*Design Requirements, Evaluation Criteria, Information Retrieval, Problems, \*Screen Design (Computers), User Needs (Information), \*World Wide Web

Identifiers—Web Browsers, \*Web Sites

This paper describes basic types of World Wide Web pages and presents design criteria for page layout based on principles of visual literacy. Discussion focuses on pages that present information in the following styles: billboard; directory/index; textual; and graphics. Problems and solutions in Web page construction are explored according to these principles. Discussion includes: (1) lack of common page layout tags, variability in the forms of HyperText Markup Language, and variability in equipment as the biggest problems facing Web designers; (2) solutions to layout/textual problems; include turning all text to graphics; (3) logical as preferred to physical styles in markup; (4) remembering to take into account users with non-graphical browsers and small monitors; (5) visual cues to identify "hot links" or links; and (6) "validating" the page by checking for nonstandard tags, misapplied tags, or improper syntax. (AEF)

**ED 408 986** IR 018 399

Wyatt, Roger B.

**Vertical Hegelianism and Beyond: Digital Cinema Editing.**

Pub Date—Jan 97

Note—5p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Art, Change, Development, \*Digital Computers, \*Editing, \*Film Production, Films, \*Production Techniques, Technological Advancement

Identifiers—Cinematographers, \*Digital Imagery, \*Digital Technology, Film History, Visual Communication

Cinema as an art and communication form is entering its second century of development. Sergei Eisenstein conceived of editing in horizontal and vertical terms. He saw vertical editing patterns primarily as the synchronization of simultaneous image and sound elements, particularly music, no create cinematic meaning by means of the relationship between them. The Eisensteinian editing theories and techniques embody the values of the dominant paradigm of the time. They were grounded in a linear, assembled, progressive, and fixed worldview of the positivist paradigm of the industrial era. In recent years, both paradigm and technology have changed. At the paradigmatic level, emergent systems theory derived from biology and ecological consciousness, posits a worldview of interdependent systems that are self-organizing, self-renewing, and self-transcending. At the technological level, the rise of cybernetic and

electronic technologies, replete with computers and networks, now dominate the technological landscape. The cinematic technology revolution of the last decade along with the revisioning of the theory base has led to a reconceptualization of vertical editing. The techniques of digital technology are informed by emergent systems thinking. The spontaneous juxtaposition of layers, immediate feedback, and layering of imagery all create new meanings. Because a digital image is not fixed it can be revised at any time. Informed by a systems view and implemented by digital tools and techniques, the Eisensteinian notion of vertical editing has acquired new meaning. (AEF)

**ED 408 987** IR 018 400

Wyatt, Roger B.

**Digital Cinema Principles and Techniques for Multi-Media Development.**

Pub Date—Jan 97

Note—7p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Film Production, Models, Multimedia Materials, Production Techniques, \*Systems Approach, Technological Advancement

Identifiers—\*Digital Technology

Digital electronic technology systems are composed of hardware, software, thoughtware, and their context. The four elements of the model are in a context sensitive relationship where to alter one element is to change them all. Digital Cinema is a theoretical construct for understanding moving images produced and viewed in a digital context. Contemporary global culture is evolving from a mechanistic worldview into an emergent systems model in an age of information. Emergent systems are self-organizing, self-maintaining, self-renewing, and self-transcending. A digital production system for a digital cinema emerges from this theoretical context. The Digital Cinema production system is composed of video, computers, mass storage devices, telecommunications, and audio. Digital moving image productions are the result of a three phase technology restructuring process. In the first phase, new technology enhances existing tasks and processes. It makes them better, faster, cheaper or easier. Phase two is an integrative stage: a technological integration of multiple changed tasks into an integrated whole occurs. At the third phase, technological reconceptualization not only alters the tasks and the processes, but the rational and the outcomes of the process as well. Not only the "how," but the "what" is redefined. Digital Cinema is a phase three technological development. Moving images go through a four phase process regardless of medium format, or scale. The phases are: pre-production, production, post-production, and dissemination. All four phases are profoundly affected by digital restructuring. Digital storyboards point the way to a non-linear, emergent organizational approach to the four phase production process. Specific digital hardware and software applications are designed for each of the four phases to facilitate the digital restructuring process. (AEF)

**ED 408 988** IR 018 401

Cochenour, John Rezabek, Landra L.

**Wyoming Tombstone Symbolism: A Reflection of Western Culture.**

Pub Date—Jan 97

Note—11p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

ming, October, 1996); see IR 018 353.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Cultural Images, \*Cultural Traits, \*Imagery, Pictorial Stimuli, Social Influences, Symbolism

Identifiers—\*Cemeteries, \*Grave Markers, United States (West), Visual Communication, Visual Imagery, \*Wyoming

Eleven cemeteries in Wyoming are examined for visuals pertaining to life in the West. The purpose is to demonstrate the importance of Western culture tradition evidenced through tombstone symbolism—representations of the activities and environments of the living through the memory provided by the deceased. The visual symbols found on the tombstones are presented in the following categories: environment, artifacts, and people. Environmental features that occurred most frequently were related to water, wind, wildlife, trees, wildflowers and mountains. The artifacts of Western culture represented on the tombstones centered on technologies that have been developed to cope with the Western environment, including homes, apparel, transport systems, mechanisms for protecting and identifying belongings, and methods for obtaining needed resources. In the category, people, the occupations most often reflected in the tombstone motifs were associated with agriculture, railroading, mining, and timber, as well as themes dealing with the lifework of the cowboy. As the tombstones represented in this study demonstrate, a society's culture is reflected in the memorial visuals that can be found in cemeteries. Thirty-one figures show tombstones from the three categories. (Contains 11 references.) (AEF)

**ED 408 989** IR 018 402

Clark, Barbara I. Knupper, Nancy Nelson

**Hypermedia as a Distinct Medium: Challenges for Designers.**

Pub Date—Jan 97

Note—10p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Audiovisual Aids, \*Computer Software Development, \*Design Requirements, Educational Technology, Evaluation Criteria, Guidelines, \*Hypermedia, \*Instructional Design, \*Instructional Materials, \*Multimedia Materials, Online Systems

Identifiers—Conceptual Frameworks, Visual Imagery

As multimedia development software becomes easier to use and more powerful, instructional designers can establish ways of incorporating the Internet into their lessons. This paper introduces some questions that should be considered prior to stepping into that next level of instructional design. Specifically the paper addresses some of the challenges and dilemmas faced by two instructional designers as they incorporated visual imagery and audio components into the design of two distinct interactive multimedia products. Each product was designed as a professional development seminar, or series of seminars, for preservice teachers and for practicing social workers. The two multimedia products contain visual text, still images, still and animated graphics, sound, and full-motion video vignettes contained on a laser videodisc or CD-ROM. Both design teams followed some common theoretical elements of interactive system design, yet both broke new ground in developing a product best suited to their given audience and instructional needs. Success of any product's effectiveness is affected by the learners' acceptance or attitude toward the product, the product's match with learners' technical and content needs and the product's ability to be used within a given environment. Suggestions for developing a framework to guide future instructional designs are provided according to the following: (1) how to structure the visual elements; (2) proper uses of visual metaphors; (3) formidable

questions inherent in the presentation of the images; (4) when design should supersede content; (5) the importance of the designer's familiarity with new models of instruction and learning theory; (6) theoretical elements appropriate for the graphical user interface; (7) assuring that the images, language, and content accurately represent the cultural and gender variables; (8) how to evaluate visual elements; and (9) how formative and summative evaluation should occur. (AEF)

**ED 408 990** IR 018 403

Clark, Barbara I. And Others

**Creating Web Pages: Is Anyone Considering Visual Literacy?**

Pub Date—Jan 97

Note—9p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Computer Graphics, Design Requirements, Elementary Secondary Education, \*Evaluation Criteria, Higher Education, Information Sources, Instructional Materials, Nonprint Media, Printed Materials, Publications, \*Screen Design (Computers), \*Visual Literacy, \*World Wide Web

Identifiers—\*Web Pages

The purpose of this study was: (1) to look at the design, aesthetics, and functionality of educational and noneducational Web pages from the perspective of visual literacy; and (2) to evaluate printed and online materials that are used as resources by professionals and nonprofessionals to create these Web pages. These "how to" manuals were evaluated for their discussion of good screen design, the use of graphics and icons as communication, backgrounds, hypertext, linking, and overall understanding of publishing on the World Wide Web. The Web pages were divided into major categories and subcategories. The educational categories included K-12 schools and colleges/universities, and the noneducation categories included commercial, publications and communications, informational and cultural, and personal Web pages. Two evaluation instruments were developed: one contained 21 questions for evaluating online and printed resource materials; a second evaluation instrument contained 57 questions that were embedded in the categories of design, graphics, text, and color. These categories were divided into aesthetics and functionality. Initial data analysis indicates a wide range of quality in all the sites. The commercial sites developed by professionals contained animations and sophisticated graphics which met the evaluation criteria, but tended to target a narrow group of people; some of the Web pages were well designed and met the needs of the general user. Evaluation of the printed and online materials indicates a strong agreement in the use of how to create in HTML language and the technical aspects of using specific image formats for World Wide Web publishing. (Contains 22 references.) (AEF)

**ED 408 991** IR 018 404

Knupper, Nancy Nelson And Others

**Visualizing Instructional Design: The Potential of Dynamic Computer Presentations.**

Pub Date—Jan 97

Note—10p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Computer Assisted Instruction, \*Computer Graphics, Graduate Students, Higher Education, \*Instructional Design, Introductory Courses, Models, \*Student Developed Materials, \*Visual Aids, \*Visual Learning

Graduate students often have difficulty understanding the concepts behind the various models of instructional design (ID). In order to help students

in an introductory ID course come to a better understanding of the similarities and differences between various instructional models, the models were developed into dynamic computer graphics to use within a class setting. The projects described in this paper represent a series of steps taken to develop visual learning materials that enhance student understanding of the subject matter within the limited amount of class time available. Each represents a different approach to developing visually rich and interactive computer-based materials. Four projects are described in this paper in terms of topic selection, design features, lessons learned, and suggestions for improvement. The projects focus on: (1) concept clarity; (2) color coding; (3) aesthetics; and (4) shapes and textures. (AEF)

**ED 408 992** IR 018 405

*Knupfer, Nancy Nelson And Others*

**Out of the Picture, Out of the Club: Technology, Mass Media, Society, and Gender.**

Pub Date—Jan 97

Note—9p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Change, Community Attitudes, Community Role, Computer Mediated Communication, Females, Males, \*Mass Media Effects, \*Mass Media Role, \*Sex Bias, \*Sex Differences, Social Influences, \*Stereotypes, Technology, \*Visual Stimuli

Images of society reflect the stereotypes and the realities of gender tracking, often separating males from females. The messages of gender separation begin early, faced throughout society in many ways. This paper expresses different points of view about the relationships between males and females, the computer culture, the influence of mass media, and community. Discussion includes the neglect and omission of females from math and technology fields; biases evidenced in children's games, classroom practices, educational design, advertisements, and visual messages conveyed by the entertainment industry; different types of usage and attitudes toward computers between males and females; differences in online communication styles between males and females; the role of communities in society, in helping people establish identities, and also in excluding people; establishing a common ground between male and female communities through changes in imagery portrayed to the general public; the role of parents and teachers in separating males and females; and the opportunity through World Wide Web communication for the public to shape the messages about shared space and gender stereotypes. (Contains 41 references.) (AEF)

**ED 408 993** IR 018 406

*Knupfer, Nancy Nelson Gram, Theresa E.*

**Obstructive Interactive Television Designs: The Influence of Culture, Gender and Power.**

Pub Date—Jan 97

Note—11p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adoption (Ideas), Computer Networks, Culture, \*Decision Making, \*Equal Education, Information Technology, \*Interactive Television, Power Structure, Sex Differences, Social Influences, User Needs (Information) Identifiers—\*Cultural Values, Gender Issues

This study contributes to discourse surrounding equity in opportunities for constituencies who are under-represented in the decision making process surrounding interactive television (ITV) adoption, yet account for a great portion of faculty and students who must then use it. The paper touches on the material expression of a culture's value system, illuminates the power structures under which ITV

networks operate, reviews common design features of ITV classrooms and speculates upon the nature of ITV instructional presentations. The study indicates that even as ITV is reputed to be successful and liberating, it is potentially obstructive and disempowering at the same time; it shows how ITV can interfere with goal achievement for students and instructors whose needs and preferences are ignored throughout the planning, implementation, and evaluation processes. The paper concludes with a recommendation that great care must be taken by decision makers to insure that the many needs of the actual users are identified and equitably addressed, which means inviting and embracing the participation of various representative constituencies in the fact finding and decision making process. (Contains 48 references.) (AEF)

**ED 408 994** IR 018 407

*Knupfer, Nancy Nelson And Others*

**Gender Equity On-line: Messages Portrayed with and about the New Technologies.**

Pub Date—Jan 97

Note—10p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Advertising, \*Females, Information Technology, Marketing, Multimedia Materials, Nonprint Media, Printed Materials, \*Sex Bias, \*Sex Role, Television, World Wide Web Identifiers—\*Visual Communication

This paper examines gender messages within advertisements and informational, technology-focused materials that are targeted toward a general population of consumers. The pattern of gender bias in visual messages and stereotyping which prevails in advertising appears to be carrying the same messages from print to television and into the newest format for advertising, the World Wide Web. An examination was conducted of a representative sample of popular magazines and promotional material about multimedia technology that were available to the general public and teachers, from direct mailings to schools, and areas of public transport. In addition, television and Internet advertisements were examined over the course of the next several months. The prevalent portrayal of gender roles in advertising says much about the society it represents. Research indicates that in both the print and video advertising marketplace, consumers see at least three times as many male as female characters associated with the products being sold. This is especially true of advertising aimed at children and teenagers. Findings indicated that in the print, television, and Internet advertisements, women were consistently portrayed as subservient, in the background, or not using the technology in a productive way. The responsibility to change the public image and attitudes about females and technology cannot rest solely with the advertisers, but they can do a lot to help change the public image. (Contains 25 references.) (AEF)

**ED 408 995** IR 018 408

*Hlynka, Anthony Knupfer, Nancy Nelson*

**A Thinking Person's Comedy: A Study of Intertextuality in "Cheers."**

Pub Date—Jan 97

Note—11p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Comedy, Literacy, Popular Culture, Programming (Broadcast), Social Influences, Television Research, Television Viewing, Visual Literacy

Identifiers—\*Cheers (Television Series), \*Intertextuality

This paper addresses the television program "Cheers" and demonstrates one way of interpreting

the complexity of messages within the program. The interplay of visual messages within the "Cheers" programming is referred to as intertextuality, or the relation of one text to another to express an idea. Two basic types of intertextuality—horizontal and vertical—serve as a framework for this analysis of "Cheers." Horizontal textuality refers to relations between primary texts "along the axis of genre and content." In "Cheers," genre intertextuality means examining how the show works as a situation comedy, and in particular how it differs from other situation comedies. Content intertextuality refers to the use of specific allusions to other texts. The second type of intertextuality is vertical, defined as the relation between a primary text and those texts which refer to and discuss the primary texts. In the case of "Cheers," this includes analyses in the popular press. These secondary texts work to promote the circulation of selected meanings of the primary text. The carefully crafted comedic statements in "Cheers" carry social and cultural overtones, presenting an intellectual challenge to the viewer who actively attends to the interplay. After a description of the characters, this paper includes a general and an episode analysis. It then shows how the titles of the shows have been gleaned from classic literature and places "Cheers" in the comedic perspective with other television comedies. (Contains 18 references.) (AEF)

**ED 408 996** IR 018 409

*Comuntzis-Page, Georgette*

**A Preliminary Study on Children's Understanding of a Visual Used in Television Interviews.**

Pub Date—Jan 97

Note—10p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Audience Response, \*Childhood Attitudes, Children, Comprehension, Interviews, Perspective Taking, Television Research, \*Television Surveys, \*Television Viewing, Videotape Recordings, \*Visual Literacy

Identifiers—Flavell (J)

This study examines children's interpretations of a visual convention used in television interviews and incorporates as a framework Flavell's theory of the development sequence of understanding television (1990). Thirty-four children were individually shown a videotape of two people talking in an interview on a television news program. Children answered questions about who sees what and what's "really and truly" happening in the visual. The children were also engaged in a task which determined their levels of perspective-taking ability and their idea of what people look like when they talk to each other in three-dimensional, real-world situations. Performances revealed age to be significant. Other factors (sex, perspective taking, and understanding conventions of conversation in the three-dimensional world) were questionable. The researcher speculates that using a different videotaped segment would yield more significant results. Findings relate to previous studies by Comuntzis-Page and others on children's interpretations of television's formal features. Findings also pertain to the work of Flavell and other developmentalists on perspective taking and appearance-reality phenomena. (Contains 24 references.) (Author/AEF)

**ED 408 997** IR 018 410

*Wu, Sophia T.*

**Factors Affecting Children's Attention on TV Viewing.**

Pub Date—Jan 97

Note—8p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wy-



ming, October, 1996); see IR 018 353.  
 Pub Type—Reports - Research (143) — Speeches/  
 Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Attention Span, \*Children's Television, Foreign Countries, Interviews, Kindergarten, Kindergarten Children, Primary Education, Social Influences, \*Television Research, \*Television Viewing, Visual Literacy  
 Identifiers—Taiwan

This study investigated what and how preschool children view children's television programs, with a focus on cultural and ecological factors which might affect their visual attention and the nature of their immediate recall of content. The secondary task method (in which an individual is required to perform two tasks simultaneously) was applied to determine children's attention degree, and an in-depth interview was conducted to describe the subject's memory type. Subjects were 60 kindergartners in Taiwan. An edited segment from a Chinese pre-school television program was used as the primary source of information. In addition to the video, a set of color transparencies were used as the secondary task instrument. Both stimuli were 16 minutes in length. In total, 12 observation sessions were conducted. Age difference, demographic area, and language familiarity were found to be significant factors that affect children's attention on television viewing. (Contains 21 references.) (AEF)

**ED 408 998**

IR 018 411

Brunch, Robert Maribe

**Perceptions of Instructional Design Process Models.**

Pub Date—Jan 97

Note—6p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Research (143) — Speeches/  
 Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Comparative Analysis, \*Diagrams, Graduate Students, Higher Education, \*Instructional Design, Instructional Materials, Perception, Use Studies, Visual Aids, \*Visual Perception

Instructional design is a process that is creative, active, iterative and complex; however, many diagrams of instructional design are interpreted as stilted, passive, lock-step and simple because of the visual elements used to model the process. The purpose of this study was to determine the expressed perceptions of the types of flow diagrams likely to be used to convey the instructional design process. Participants were 31 graduate students at a university in the southeastern United States. Each participant was randomly assigned to one of three reader groups; each reader group contained all three variations of the diagram, but presented in different orders. The diagram forms were constructed on variations of straight line, arrow and plane geometric shape arrangements. Boxes, ovals and a mix of boxes and ovals formed the dominant characteristic of the diagrams. Participants were requested to write three to five adjectives within two minutes; this was repeated three times. Similarities, differences, and combinations were used as labels to organize the words used in the responses. The general perceptions of the participants supported the actual practice of instructional design which can be confusing for those new to the process, flowing in terms of one activity leading to another and linear at a macro level. Organized, busy and rigid as descriptions of the flow diagram composed of boxes and straight lines with arrows is consistent with some approaches to the systematic design of instruction. Circular aptly describes the fundamental concept of instructional design. The information from this study can assist educators in understanding how people read diagrams, particularly with regard to perceptions of process models. (AEF)

**ED 408 999**

IR 018 412

Griffin, Robert E. And Others

**The Electronic Presentation: A Status Report of International Use.**

Pub Date—Jan 97

Note—10p.; In: VisionQuest: Journeys toward Visual Literacy. Selected Readings from the Annual Conference of the International Visual Literacy Association (28th, Cheyenne, Wyoming, October, 1996); see IR 018 353.

Pub Type—Reports - Research (143) — Speeches/  
 Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Business, Comparative Analysis, Computer Software, Corporations, Foreign Countries, Teaching Methods, Use Studies, \*Users (Information)

Identifiers—\*Electronic Media, \*Presentation Mode, Sweden, United States

This paper describes how electronic presentations are currently used by business people. Business people in the United States and Sweden were surveyed to determine how they are using the medium. A questionnaire was mailed to 506 business people in the United States (201 returned) and to 80 business people in Sweden (76 returned). Results are discussed in terms of gender use of the medium; frequency of use; age of electronic presenters; size of companies using the medium; reasons for using electronic presentations; length of presentation; and media preference. More men than women were found to give business presentations and one to five presentations per month was the average response. The major users of electronic presentations in the United States were found to be in the 36-45 age group, while Swedish users were in the 25-35 age group. Electronic presentations were found in both countries to be most heavily used in medium-sized companies. The most popular electronic presentation is shown to an audience of less than 25 people, with a liquid crystal display and an overhead projector, using Microsoft PowerPoint software. The complete questionnaire results are appended. (AEF)

**ED 409 000**

IR 018 414

Sorensen, Chris And Others

**Iowa Distance Education Alliance. Preliminary Evaluation Report, October 1995-May 1996.**

Iowa State Univ. of Science and Technology, Ames. Research Inst. for Studies in Education, Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jun 96

Contract—R203F50001-95

Note—286p.; For an earlier project evaluation, see ED 389 039.

Pub Type—Reports - Evaluative (142)

**EDRS Price — MF01/PC12 Plus Postage.**

Descriptors—Computer Mediated Communication, Data Analysis, \*Distance Education, \*Educational Technology, Elementary Secondary Education, Evaluation Criteria, Grants, Higher Education, \*Interactive Video, Partnerships in Education, Professional Development, Program Evaluation, \*State Programs, Training  
 Identifiers—\*Fiber Optics, \*Iowa, Star Schools, Technology Integration

In 1992 and 1995, Iowa received statewide Star Schools grants to demonstrate the use of fiber-optic technology to provide live, two-way, full-motion interactive instruction which allows greater levels of interactivity than previous forms of distance instruction. The grant allowed the state to equip over 100 fully interactive video classrooms in community colleges, universities, and K-12 schools. This report summarizes evaluation data for the Iowa Project from October, 1995 through April, 1996. Data were collected from each of the project components (Project Management, the Communications and Resources Clearinghouse, Regional Partnerships, and the Teacher Education Alliance) through written surveys, telephone interviews, record data, and collection of documents and artifacts. In section 1 of the report, the project activity is summarized in terms of its goals, which focus on: instructional materials, infrastructure development, training and technical support, information systems, and preservice teacher education. Section 2 presents evaluation data by the national goals for statewide projects, including infrastructure development, underserved learners, instruction, profes-

sional development. Conclusions are provided in section 3 and section 4 contains appendices. Tables, figures, and related documents make up this section, including: multimedia projects, exemplary applications, regional partnerships, Iowa Communication Network (ICN) and Internet connections, training and technical support, information systems, preservice teacher education, and National Evaluation Goals and Indicators. (AEF)

**ED 409 001**

IR 018 415

Maushak, Nancy J. Ed. And Others

**Encyclopedia of Distance Education Research in Iowa. Second Edition.**

Iowa Distance Education Alliance, Ames.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jun 97

Contract—R203F50001-95

Note—249p.; For the first edition, see ED 388 314.

Pub Type—Information Analyses (070) — Reference Materials - General (130) — Reports - Research (143)

**EDRS Price — MF01/PC10 Plus Postage.**

Descriptors—\*Computer Assisted Instruction, \*Computer Mediated Communication, \*Distance Education, Educational Needs, \*Educational Research, Elementary Secondary Education, Higher Education, Instructional Innovation, Professional Development, Secondary Education, Student Attitudes, Teacher Attitudes, Teacher Education, Teaching Methods

Identifiers—Iowa

This document is a resource for distance education research in Iowa, including information on developing, implementing, and administering distance education systems. This second edition contains the original 16 research papers published previously, as well as 8 additional, more recent research studies. The first section describes distance education in Iowa, the Iowa Communications Network (ICN), the Iowa Distance Education Alliance, and the research plan. The second section contains the research articles, divided according to the following headings: (1) "Adoption of an Innovation"; (2) "K-12 Teacher Attitudes Toward Distance Education"; (3) "The K-12 Distance Education Experience"; and (4) "Distance Education in Postsecondary Institutions." Research article topics include: use of the ICN; teachers' training; teacher attitudes; assessment of program implementation, learning needs and course performance; teacher attitudes and change; telecommunications-assisted instruction in family/consumer sciences, music, HIV/AIDS education, and foreign language; constructivist-based distance education environments; ICN use for secondary agriculture and music instruction; instructional adoption of the Internet; cooperative learning with interactive multimedia; teacher and student perceptions of effective instructional methods; virtual field experience; demographics and innovation of the community college; and adult education. The third section, "Literature Review," includes the definition, history and theory of distance education; a review of the literature; a discussion of operational issues; and a science bibliography. (AEF)

**ED 409 002**

IR 018 416

Pavlisca, Pamela And Others

**Information Technology in Humanities Scholarship: Achievements, Prospects, and Challenges. The United States Focus. ACLS Occasional Paper No. 37.**

American Council of Learned Societies, New York, N.Y.

Report No.—ISBN-0-9632792-3-8; ISSN-1041-536X

Pub Date—97

Note—55p.

Pub Type—Reports - Evaluative (142)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Change, Computer Mediated Communication, \*Computer Uses in Education, Educational Resources, Futures (of Society), Higher Education, \*Humanities, \*Information

Technology, Institutions, \*Research Tools, Researchers, \*Scholarship, World Wide Web

This report surveys the various applications of information technology to research in the humanities and examines challenges that need to be overcome. The document is divided into five sections. The first section provides a background on changes brought on by technology in the humanities. The second section focuses on information technology and scholarship. Topics include: electronic communication; text; data; images; sound; combined sources/multimedia/World Wide Web; retroconversion projects; original and creative works; electronic publication; and tools. A summary of computer applications in humanities research and future outlook are included at the end of this section. New developments and change are discussed in the third section. The fourth section outlines institutional changes that are necessary to enable effective technology use in humanities scholarship. Topics include: training and support; project management; research infrastructure; digital libraries and archives; information resources; regulatory issues; preservation and access; funding; and humanities support services. The fifth section makes recommendations and lists priorities for humanists, technical experts, librarians, and administrators. Appendices in the final section include acknowledgments, bibliographies, and abbreviations and acronyms. (Contains 37 references.) (AEF)

ED 409 003

IR 018 418

Mayer, Mimi And Others

**The State Networking Report: Progress, Policies, and Partnerships Bring Internet Connectivity to K-12 Schools.**

Southwest Educational Development Lab., Austin, Tex.; Texas Education Network, Austin.

Spons Agency—National Science Foundation, Washington, D.C.; Department of Commerce, Washington, D.C.; Department of Education, Washington, DC.

Pub Date—97

Note—347p.

Available from—Southwest Educational Development Laboratory, Office of Communications and Policy Services, Publications Department, 211 East Seventh Street, Austin, TX 78701-3281.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC14 Plus Postage.**

Descriptors—\*Computer Networks, Computer Uses in Education, Educational Development, \*Educational Technology, Elementary Secondary Education, Equal Education, Government Role, Partnerships in Education, Public Schools, State Aid, \*State Programs, Statistical Analysis, Surveys, Technological Advancement, \*Telecommunications

Identifiers—Access to Computers, Computer Use, \*Technology Integration, Technology Plans, United States

This report depicts the status of telecommunications network development and usage by K-12 educational institutions in April and May of 1996, as described by the heads of educational technology initiatives in each of the 50 states and the Commonwealth of Puerto Rico. These data are reproduced in this report as 51 "State Profiles." Factors related to progress in network infrastructure development and usage in K-12 schools were identified using the State Networking Report Survey questionnaire. The following themes emerged and are detailed in the second section of the report: progress in accessing and using telecommunications networks at state and district levels; the question of equity in network access by urban and rural school districts; the role of state-level technology planning for K-12 Networks; how states are funding networks for K-12 education; the collaborative role state government plays in K-12 network development; private sector partnerships that support state K-12 networks; and how educators get training in network usage. Highlights from a trend analysis written for policymakers appear at the end of this section under guidelines for future action. The individual state profiles typi-

cally contain data and survey comments that address each of the aforementioned themes. Appendices include the State Networking Report Survey Trend Analysis; a brief discussion on network connectivity in urban and rural K-12 schools and school districts; key state contacts in K-12 networking; and the survey questionnaire. (AEF)

ED 409 004

IR 018 419

Agulian, Angelos S.

**Towards a Sociology of Educational Computing.**

Pub Date—Apr 96

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Case Studies, Comparative Education, Computer Science Education, \*Computer Uses in Education, Educational Change, Educational Technology, Elementary Secondary Education, Foreign Countries, \*Political Influences, Politics, \*Programming Languages, \*Social Influences, Sociology, Use Studies

Identifiers—Barriers to Innovation, \*LOGO Programming Language, United Kingdom, United States

The development of educational computing in the last two decades has been largely uncritical and the field is dominated by technocentric approaches. With few notable exceptions, sociologists of education have not directly addressed educational computing. As a result, the social, political and cultural origins and implications of educational computing have remained to date underexplored. Viewing education as a predominantly social and political phenomenon, this paper suggests that information technology in education should be situated within its neglected social context. It draws on research which appropriates ideas from the sociology of education, sociology of technology, social theory and cultural studies, and looks into the development and evolution of Logo programming language in education in United States and British primary and secondary schools as a case study in the politics of educational change. The predominant lesson drawn from this analysis is that when Logo was introduced, preexisting social relations were largely able to utilize the new technology as an avenue for reasserting themselves, thus reinforcing the status quo. In both United States and United Kingdom primary schools, Logo ended up being seen most often as an elementary geometrical program, or simply as an exercise in enjoyable computer interaction. In secondary schools, if Logo was used at all, it was used in the context of "teaching programming" rather than as a means of expressing mathematical ideas. The dominant and powerfully established school structures changed the meaning of Logo and assimilated it into the existing system, to the disappointment of its original developers. (Contains 42 references.) (Author/AEF)

ED 409 005

IR 018 506

Powers, Susan M. Mitchell, Jennie

**Student Perceptions and Performance in a Virtual Classroom Environment.**

Pub Date—Mar 97

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association, (Chicago, IL, March, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Computer Mediated Communication, Computer Uses in Education, Cooperative Learning, Data analysis, \*Distance Education, Educational Technology, Graduate Study, Higher Education, Instructional Innovation, \*Internet, Learner Controlled Instruction, Peer Relationship, Student Attitudes, Student Evaluation, Teacher Student Relationship

Identifiers—\*Learning Communities, \*Virtual Classrooms

Along with the growth of electronic communication in higher education, is the rise of virtual classrooms. Virtual classrooms exist because of

technologies such as electronic mail, listservs, chat rooms, and World Wide Web pages. This qualitative research study examined one graduate course which was offered entirely over the Internet. Data from listservs and e-mail messages, student journals and time logs, transcripts of chat sessions, and a group interview was collected and analyzed. The analysis revealed four major themes related to student perceptions and performance: student peer support, student-to-student interaction, faculty-to-student interaction, and time demands of the course. A definitive community of learners emerged despite the distance of the learners and the lack of face-to-face contact. Students were able to develop rapport and provide support to one another and were able to develop and maintain interactions that may not have been attainable in a regular classroom situation. The faculty-student relationship also manifested itself differently. Although the instructor remained the "head of the class" during synchronous chat sessions, during the asynchronous communication the instructor became less of a purveyor of information and everyone in the class became part of the community of learners. Although students felt that the course was more time demanding because of the format, analysis of the time logs revealed that additional time was spent "surfing" the Internet and the perception was more a function of perceived time in front of the computer. From the analysis of student performance and perceptions in this particular class, it is apparent that even as virtual classrooms become more prolific, the classroom community of learners can continue to flourish. A sample course schedule and example of data organization are provided. (Contains 10 references.) (Author/AEF)

ED 409 006

IR 018 507

Schuppmeier, Martin W. And Others

**The State of Computers in the State of Arkansas.**

Pub Date—97

Note—17p.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Access to Information, Computer Mediated Communication, Computer Networks, \*Computer Uses in Education, \*Educational Technology, Elementary Secondary Education, \*Internet, \*School Districts, School Personnel, School Statistics, \*School Surveys, Superintendents, Use Studies

Identifiers—\*Arkansas, Computer Users

To explore and document the status of computer use in Arkansas, a survey was sent to each of the 310 school superintendents in the state, and 221 surveys were returned. Results indicated that only a minority of the schools had a computer in every room; these tended to be placed in lower grade classrooms. Excepting kindergarten, the majority of schools had computer labs at every grade level. Access to the Internet was not widespread; a majority of the school districts provided it only for grades 10-12. A majority of the school personnel reported that they were familiar with the Internet and most reported ease in attaining Internet resources. Responses varied in terms of specific online searching programs (Netscape, Fetch, Mosaic, and Gopher); and respondents were most familiar with Gopher. The majority of responses indicated some familiarity with electronic mail, although most respondents indicated "not at all" to use of e-mail at home. School district use of e-mail was far and above personal utilization. Seventy-four percent of respondents reported some familiarity with the Arkansas Public School Computer Network (APSCN), which began as an administrative function to link school districts and was expanded to include many more applications and functions. Only about 30.7% of the respondents claimed knowledge of an Internet homepage. Some 77% agreed that they would like to communicate with other school districts over the Internet. When questioned if they knew what a listserv was, only one-third of the superintendents indicated familiarity. Just over 60% of respondents reported that their library was computerized and just over half responded that hourly personnel were qualified to provide Internet use instruction. Approximately 86.46% of superintendents agreed on the impor-

tance of the Internet. The survey indicates that use of computers in Arkansas is widespread and that the state compares favorably with national trends. (AEF)

**ED 409 007** IR 056 398

Heidorn, P. Bryan, Ed. *Sundore, Beth, Ed.*

**Digital Image Access & Retrieval.**

Illinois Univ., Urbana. Graduate School of Library and Information Science.

Report No.—ISBN-0-87845-100-5; ISSN-0069-4789

Pub Date—97

Note—191p.; Papers presented at the Annual Clinic on Library Applications of Data Processing (33rd, Champaign, IL, March 24-26, 1996).

Available from—Publications Office, Graduate School of Library and Information Science, The University of Illinois at Urbana-Champaign, 501 E. Daniel St., Champaign, IL 61820-6211 (\$30 plus \$3 shipping and handling).

Pub Type—Books (010) — Collected Works - Proceedings (021)

**Document Not Available from EDRS.**

Descriptors—\*Access to Information, Computer Graphics, Computer Mediated Communication, \*Electronic Libraries, Electronic Publishing, \*Electronic Text, \*Information Retrieval, Intellectual Property, Library Automation, \*Library Collection Development, Library Role, Library Services, Multimedia Materials, Nonprint Media, Online Systems, Technological Advancement, User Needs (Information), Visual Aids

Identifiers—\*Digital Imagery, Visual Imagery

Recent technological advances in computing and digital imaging technology have had immediate and permanent consequences for visual resource collections. Libraries are involved in organizing and managing large visual resource collections. The central challenges in working with digital image collections mirror those that libraries have sought to address for centuries: how to organize, provide access to, store, and protect the collections to meet user needs at a reasonable cost. The papers that comprise this book address these challenges: (1) "Image Databases: The First Decade, the Present, and the Future" (Howard Besser); (2) "Exploring New Models for Administering Intellectual Property: The Museum Educational Site Licensing Project" (Jennifer Trant); (3) "The Big Picture: Selection and Design Issues for Image Information Systems" (Lois F. Lunin); (4) "Content-Based Image Modeling and Retrieval" (Rajiv Mehrotra); (5) "Visual Information Retrieval in Digital Libraries" (Ramesh Jain); (6) "Efficient Techniques for Feature-Based Image/Video Access and Manipulation" (Shih-Fu Chang, John R. Smith, and Jianhao Meng); (7) "Multimedia Analysis and Retrieval System (MARS) Project" (Tom Huang, Sharad Mehrotra, and Kannan Ramchandran); (8) "Finding Pictures of Objects in Large Collections of Images" (David A. Forsyth and others); (9) "Using Speech Input for Image Interpretation, Annotation, and Retrieval" (Rohini K. Srihari); and (10) "Preserving the Past: The Development of a Digital Historical Aerial Photography Archive" (Donald E. Luman). Contains a brief description of each contributor and an index. (SWC)

**ED 409 008** IR 056 399

MacDonald, Randall M.

**The Internet and the School Library Media Specialist: Transforming Traditional Services.** Greenwood Professional Guides in School Librarianship.

Report No.—ISBN-0-313-30028-3; ISSN-1074-150X

Pub Date—97

Note—208p.

Available from—Greenwood Press, 88 Post Road West, P.O. Box 5007, Westport, CT 06881-

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5007 (\$39.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Access to Information, Computer Uses in Education, Educational Technology, Elementary Secondary Education, Information Policy, Information Seeking, \*Information Skills, Information Sources, Inservice Education, Instructional Material Evaluation, \*Internet, Learning Resources Centers, Librarian Teacher Cooperation, Library Instruction, \*Media Specialists, Multimedia Instruction, \*Online Searching, Online Systems, \*School Libraries, User Needs (Information), World Wide Web

Identifiers—Listservs, Online User Groups, \*Technology Integration

This step-by-step guide introduces school library media specialists to the Internet, addressing their distinct needs and the unique relationships that exist between media specialists, their students, and classroom colleagues. The book explains how to incorporate the Internet into the media center, cites exemplary World Wide Web sites for media specialists, and covers the following topics: how to connect to the Internet; Internet tools and how to use them; the best ways to browse the World Wide Web and retrieve useful information; the basics of home page development; listservs and USENET newsgroups for the school library media specialist; how to develop and evaluate Internet-based instructional activities—with illustrations of actual Internet use—and strategies for promoting responsible student use of the Internet. The book is divided in four parts and contains the following chapters: (1) "The Internet and Education"; (2) "Why Explore the Internet?" (3) "Establishing Internet Access"; (4) "Internet Tools"; (5) "The World Wide Web"; (6) "Learning from Your Colleagues"; (7) "Program Planning and Evaluation"; (8) "Transforming Traditional Services"; and (9) "From Safety Net to Safe Net." Appendices include: "Thinking Critically about World Wide Web Resources" (Esther Grasian)—a guide for evaluating World Wide Web resources; a sample Internet acceptable use policy (from District 861, Winona, MN); a selective subject list of World Wide Web resources; a glossary of terms; a bibliography of recommended titles; and an index. (Contains 69 references.) (Author/SWC)

**ED 409 009** IR 056 400

Ogg, Harold C.

**Introduction to the Use of Computers in Libraries: A Textbook for the Non-Technical Student.**

Report No.—ISBN-0-938734-99-7

Pub Date—97

Note—323p.

Available from—Information Today, Inc., 143 Old Marlton Pike, Medford, NJ 08055 (\$42.50).

Pub Type—Guides - Classroom - Learner (051)

**Document Not Available from EDRS.**

Descriptors—Computer Literacy, Computer Networks, Computer Software, \*Computer Uses in Education, Databases, Dial Access Information Systems, Libraries, \*Library Automation, \*Microcomputers, Online Catalogs, Online Searching, Optical Data Disks, Programming Languages, Search Strategies, Spreadsheets, Users (Information), Word Processing

Identifiers—Computer Operating Systems, \*Computer Use, Graphical User Interfaces, Technology Integration, User Training

This book outlines computing and information science from the perspective of what librarians and educators need to do with computer technology and how it can help them perform their jobs more efficiently. It provides practical explanations and library applications for non-technical users of desktop computers and other library automation tools. Basic computer science concepts are highlighted in boldface type throughout the book. The book contains the following chapters: (1) Fundamental concepts; (2) Applications Programs and Public Domain Software; (3) Word Processors and Printed Output Data Representation; (4) Spreadsheets; (5) Databases; (6) Operating Systems; (7) Computing

Platforms and Graphical User Interfaces; (8) Programming Languages; (9) Desktop Publishing and Optical Character Recognition; (10) Specialty Software; (11) CD-ROMs and CD-ROM Networks; (12) Public Access Computers; (13) Automated Circulation Systems and Public Access Catalogs; (14) Library Systems Analysis; (15) Local Area Networks and Peer-to-Peer Networks; (16) Dial Access Facilities; and (17) Boolean Logic, Structured Query Language, and Data Searches. The two appendices describe a library application of BASIC programming language and a certificate program in computer literacy for librarians. Also includes an index and annotated bibliography with sources listed by chapter. (SWC)

**ED 409 010** IR 056 401

Roy, Lorie

**The Public Library as a Popular Materials Center.**

Pub Date—Mar 97

Note—19p.; Paper presented at the Joint Meetings of the Popular Culture Association and American Culture Association (San Antonio, TX, March 26-29, 1997).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Library Collection Development, \*Library Role, \*Library Services, Library Standards, \*Popular Culture, \*Public Libraries, Reading, User Needs (Information), \*User Satisfaction (Information), Users (Information)

Identifiers—Bookstores, Boston Public Library MA

Since their founding, public libraries have debated their role in providing access to popular culture. This paper describes the historical development of public libraries as popular materials centers, and traces the development of library standards, particularly the seminal publication, "Planning and Role Setting for Public Libraries: A Manual of Options and Procedures." The founding and evolution of the Boston Public Library (Massachusetts) is discussed. While a new category of library service dissenters calls for a return to traditional, scholarly book-oriented programs in libraries, book stores have emerged as competitors in popular book-centered programming. (Contains 27 references.) (SWC)

**ED 409 011** IR 056 402

**Volunteers: We Couldn't Do It Without Them! [Videotape.]**

American Library Association Video/Library Video Network, Towson, MD.

Report No.—ISBN-1-56641-044-4

Pub Date—97

Note—Op.; Videotape running time: 25 minutes.

Available from—American Library Association Video/Library Video Network, 320 York Rd., Towson, MD 21204-5179 (\$99, ALA members receive 10% discount).

Pub Type—Guides - Non-Classroom (055) — Non-Print Media (100) — Reports - Descriptive (141)

**Document Not Available from EDRS.**

Descriptors—Labor Needs, \*Library Administration, Library Development, \*Library Personnel, Library Planning, Library Policy, Library Services, Program Development, Program Implementation, Volunteer Training, \*Volunteers

Identifiers—\*Volunteer Management, Volunteer Recruitment, Volunteer Retention

This video provides guidelines for establishing a successful volunteer program in any library. Topics include: the benefits of volunteers to libraries; getting a volunteer program started and functioning; recruiting volunteers; interviewing volunteers; effectively training volunteers; acknowledgment of volunteers; and handling uncooperative or problem volunteers. The video features volunteers, volunteer coordinators, and other library staff members who have experience dealing with the issues associated with volunteer management. A resource-and-tip sheet is included. (SWC)



ED 409 012 IR 056 403

Wynar, Bohdan S., Ed.

**Recommended Reference Books for Small and Medium-sized Libraries and Media Centers, 1997.**

Report No.—ISBN-1-56308-555-0; ISSN-0277-5948

Pub Date—97

Note—321p.

Available from—Libraries Unlimited, P.O. Box 6633, Englewood, CO 80155-6633 (\$45; \$54 outside North America).

Pub Type—Books (010) — Reference Materials - Bibliographies (131)

**Document Not Available from EDRS.**

Descriptors—Annotated Bibliographies, \*Book Reviews, Budgets, Comparative Analysis, Cost Effectiveness, Information Sources, Libraries, Library Collection Development, \*Library Material Selection, Publications, \*Reference Materials, Reference Services, \*Selection Tools Identifiers—Subject Specialists

This annual review source is a guide for libraries with limited budgets to finding the reference sources that best fit their needs and it also is a source for helping reference librarians advise patrons on information sources. More than 500 reviews, written by over 250 practicing librarians and subject specialists, identify and describe the most useful and affordable reference sources available for small and medium-sized school, public, academic, and special libraries. As with previous volumes in this series, items have been selected from the 1997 edition of "American Reference books Annual." The nature, scope, and usability of each work is covered by annotations. In many cases, the work is compared to similar titles, and published reviews from professional journals are frequently cited as well. In addition, all entries are coded to indicate whether the book is recommended for purchase by school media centers, public libraries, or smaller public libraries. Complete bibliographic and ordering information is also furnished. Four main sections—"General Reference Works," "Humanities," "Social Sciences," and "Science and Technology"—are divided into 37 topical subdivisions. A subject index and an author/title index are included. (AEF)

ED 409 013 IR 056 404

Chute, Adrienne. And Others

**Public Libraries in the United States: FY1994.**

E.D. Tabs.

National Center for Education Statistics (ED), Washington, DC; Bureau of the Census (DOC), Washington, DC. Governments Div.

Report No.—NCES-97-418; ISBN-0-16-049059-6

Pub Date—May 97

Note—163p. For the 1993 report, see ED 387 148. Prepared for NCES by the Bureau of the Census.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price - MF01/PC07 Plus Postage.**

Descriptors—Branch Libraries, Interlibrary Loans, \*Library Circulation, \*Library Collections, Library Expenditures, Library Funding, \*Library Services, \*Library Statistics, Library Surveys, National Surveys, \*Public Libraries, Reference Services, State Libraries, Tables (Data)

Identifiers—United States

The tables in this report summarize information about public libraries in the United States for the fiscal year 1994. These data were collected through the seventh Public Libraries Survey (PLS). Respondents for this census were 8,727 of the 8,921 public libraries identified in the 50 states and District of Columbia, by state library agencies. About 11% of the public libraries serve 70% of the population of legally served areas in the United States; 1,455 public libraries (over 16%) reported one or more branch library outlets, with a total of 7,025; total operating expenditures for public libraries were over \$4.9 billion in 1994; libraries reported a total of nearly 112,823 paid full-time equivalent (FTE) staff; and

total nationwide circulation of library materials was nearly 1.6 billion, or 6.4 per capita. The report begins by presenting highlights of the findings. The introduction describes: the terminology used in the document; the survey universe; data collection and use of technology; and quality review of the data. Also included are caveats for statistics. The data are presented in 19 sets of tables, which make up the body of this report. Data is provided on staffing; operating income and expenditures; type of governance; type of administrative structure; public service hours; interlibrary loan; circulation; and library visits. Appendices include a background of the Federal-State Cooperative System (FSCS), a glossary, and a list of states with overlapping population of legal service areas. (AEF)

ED 409 014 IR 056 405

Knowles, Elizabeth Smith, Martha

**The Reading Connection: Bringing Parents, Teachers, and Librarians Together.**

Report No.—ISBN-1-56308-436-8

Pub Date—97

Note—118p.

Available from—Libraries Unlimited, P.O. Box 6633, Englewood, CO 80155-6633 (\$20; \$24 outside North America).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

**Document Not Available from EDRS.**

Descriptors—Annotated Bibliographies, Books, Elementary Education, Learning Activities, Librarian Teacher Cooperation, Literacy, Literary Genres, \*Parent Participation, \*Parent Teacher Cooperation, Reading Aloud to Others, Reading Materials, \*Reading Motivation, Reading Strategies, Student Motivation

Identifiers—\*Book Clubs, Professional Literature

Librarians and teachers can tap a powerful source for motivating children to read by involving parents and creating a partnership between home and school. This guide shows educators how to encourage literacy and reading by establishing a book club for parents, teachers, librarians, and students. Chapter 1 discusses directions for starting a book club and includes topics and sample book club sessions to help educators launch a group. Subsequent chapters provide bibliographies of reading material arranged by genre: read-alouds, horror stories, historical fiction, picture books, multicultural literature, poetry, science fiction and fantasy, nonfiction and reference, bibliography and problem novels, award-winning books, biographies, and series books. For each genre the authors give a general overview, guided reading questions, an annotated list of journal articles about the genre, an annotated bibliography of suggested reading materials, and a bibliography of resources for further reading. Presented in reproducible format, the bibliographies can easily be distributed to teachers, parents, and students. Helpful Internet addresses and additional topics are offered in the concluding chapter. (Author/AEF)

ED 409 015 IR 056 406

Homa, Linda L., Ed. And Others

**The Elementary School Library Collection: A Guide to Books and Other Media, Phases 1-2-3, 20th Edition.**

Report No.—ISBN-0-87272-105-1

Pub Date—96

Note—1157p.

Available from—Brodart Co., 500 Arch St., Williamsport, PA 17705 (\$139.95); also available on CD-ROM.

Pub Type—Books (010) — Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131)

**Document Not Available from EDRS.**

Descriptors—Annotated Bibliographies, Books, Children, Childrens Literature, Educational Media, \*Elementary Education, Instructional Materials, \*Library Acquisition, \*Library Collection Development, \*Library Material Selection, Library Materials, Multimedia Materials, Nonprint Media, Printed Materials, Reading In-

terests, Reading Skills, Resource Materials, \*School Libraries, \*Selection Tools

This collection development aid lists more than 10,000 titles of children's materials available in a variety of formats (in addition to print materials, the guide also includes sound recordings, video cassettes, microcomputer software programs, CD-ROM products, and videodiscs). This 20th anniversary edition contains several special features, including a history of the book; a profile of its original editor, Mary Gaver; an interview with Arthur Brody; and lists of classic titles from previous editions. The body of the book, or "classified catalog," is divided into: (1) Professional Collection (e.g. adult titles highly recommended for parenting collections and materials that emphasize innovative and recent trends for teachers); (2) Reference; (3) Periodicals; (4) Nonfiction; (5) Easy; and (6) Fiction. Each entry contains complete bibliographic information, a descriptive annotation which frequently suggests curriculum use, and full cataloging. Additional information is supplied to simplify selection: priorities for acquisitions, reading levels, interest levels, Canadian distribution, and availability from National Library Service for the Blind and Physically Handicapped. Some special subject matter for this edition includes: materials for physically challenged students, substance abuse, AIDS awareness, and multicultural acceptance. Materials included meet the curriculum-related needs and personal interests of preschool through sixth-grade children. The listings are highly selective: only 29% of prospective new titles were included in this edition, and all previously included titles underwent re-evaluation. Indices and appendices provide access to materials by: author, title, subject, author's series, publisher's series, preschool materials, and independent reading for new readers. Also appended is a directory of publishers and producers. (SWC)

ED 409 016 IR 056 407

Cole, Jim, Ed. Williams, James W., Ed.

**Serials Management in the Electronic Era: Papers in Honor of Peter Gellatly, Founding Editor of "The Serials Librarian."**

Report No.—ISBN-0-7890-0021-0

Pub Date—96

Note—234p.

Available from—Haworth Press, Inc., 10 Alice St., Binghamton, NY 13904-1580 (\$39.95 plus shipping and handling).

Pub Type—Books (010) — Collected Works - General (020) — Reports - Evaluative (142)

**Document Not Available from EDRS.**

Descriptors—Access to Information, Change Agents, \*Electronic Journals, Electronic Libraries, Futures (of Society), \*Information Dissemination, Information Processing, Information Technology, Library Automation, Library Materials, \*Library Technical Processes, \*Serials, Technological Advancement, \*World Wide Web

Identifiers—Barriers to Participation, Festschrift, Progress

This book assesses progress and technical changes in the field of serials management and anticipates future directions and challenges for librarians. The book consists of 18 chapters: (1) "Introduction" (Jim Cole and James W. Williams); (2) "Peter Gellatly—Editor with a Deft Touch" (Ruth C. Carter); (3) "The 'Deseret News' Web Edition" (Stewart E. Shelline); (4) "Network Accessed Scholarly Serials" (Les Hawkins); (5) "Electronic Murmurs from the Desk of an Ink-Stained Wretch" (Joe Morehead); (6) "The Significance of Information Provision and Content: Libraries as Information Providers Instead of Format Collectors" (Elizabeth (Libby) Cooley and Edward A. Goedecken); (7) "Subscription or Information Agency Services in the Electronic Era" (D. Dixon Brooke, Jr.); (8) "Proposals for Interinstitutional Serials Cooperation at the SUNY Centers" (Suzanne Fedunok); (9) "Scientific Journal Usage in a Large University Library: A Local Citation Analysis" (William Loughner); (10) "Plugged-in-Jell-O (TM): Taught or Caught?" (Esther Green Bierbaum); (11) "CONSER: A Member's Perspective of an Evolving Program" (Martha Hruska); (12)

"A Client-Server Serials Control System for Staff and Public Access Functions" (Mary C. Schlembach and William H. Mischo); (13) "Electronic Keyboard Pals": Mentoring the Electronic Way" (Kathryn Luther Henderson); (14) "The BUBL Information Service" (Joanne Gold); (15) "Serial Sources on the Web" (Jeanne M. K. Boydston); (16) "Starting a Journal on the World Wide Web" (Nancy De Sa); (17) "New Challenges for Technical Services in the 21st Century" (Nancy L. Eaton); and (18) "Not Just E-Journals: Providing and Maintaining Access to Serials and Serial Information Through the World-Wide Web" (Robert D. Cameron). (SWC)

**ED 409 017** IR 056 409

Owens, Genevieve S., Ed.

**Electronic Resources: Implications for Collection Management.**

Report No.—ISBN-1-56024-824-6

Pub Date—96

Note—92p.

Available from—Haworth Press, Inc., 10 Alice St., Binghamton, NY 13904-1580 (\$24.95 plus shipping and handling).

Pub Type—Books (010) — Reports - Descriptive (141)

**Document Not Available from EDRS.**

Descriptors—Access to Information, Change Agents, Electronic Journals, \*Electronic Libraries, Electronic Publishing, Futures (of Society), Government Publications, \*Information Management, Library Acquisition, Library Collection Development, \*Library Collections, Library Funding, \*Library Material Selection, Library Networks, Library Services, Shared Library Resources, Technological Advancement, Users (Information)

Identifiers—Barriers to Change

This book shows librarians the strengths and weaknesses of electronic resources and the implications these resources have on collection management. It helps librarians incorporate electronic resources into their collections. The book examines the history of electronic resources in document collections and analyzes the gains and losses libraries can expect to experience in an increasingly digital environment. The book consists of seven chapters: (1) "Introduction" (Genevieve S. Owens); (2) "Electronic Resources and Budgeting: Funding at the Edge" (B. J. Johnston and Victoria Witte); (3) "Managing Electronic Resources: Public Service Considerations in a Technology Environment" (Wilbur Stolt); (4) "Journal Accessibility Factor: An Examination of Serials Value from the Standpoint of Access and Delivery" (Tim Collins and Beth Howell); (5) "U.S. Government Documents in the Electronic Era: Problems and Promise" (Katrina Stierholz); (6) "Electronic Resources: A New Set of Questions for Resource Sharing Efforts" (Donald B. Simpson); and (7) "Tradeoffs or Not: The Pros and Cons of the Electronic Library" (Frederick C. Lynden). (SWC)

**ED 409 018** IR 056 410

Fidelman, Miles R.

**All-Out Internet Access: The Cambridge Public Library Model. Technology Trailblazers Series.**

American Library Association, Chicago, IL.

Report No.—ISBN-0-8389-0687-7; ALA-0687-7-2068

Pub Date—97

Note—105p.

Available from—ALA Editions, American Library Association, 155 North Wacker Drive, Chicago, IL 60606-1719 (ALA members: \$25.20; non-members: \$28).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Reports - Evaluative (142)

**Document Not Available from EDRS.**

Descriptors—\*Access to Information, Computer Mediated Communication, Electronic Libraries, Hypermedia, Information Dissemination, Information Needs, \*Information Networks, \*Internet, \*Library Development, \*Library Services, Multimedia Materials, Online Systems, Problems, Program Development, Program Implementation, Public Libraries, Technological

Advancement, User Needs (Information), Users (Information)

Identifiers—\*Cambridge Public Library MA, \*Technology Integration, Technology Plans

This report provides a step-by-step look at defining, planning, implementing, operating, and supporting Internet services for library patrons. Experts from the Cambridge (Massachusetts) Public Library share their experiences pioneering a high-speed, graphical Internet service that supports the full range of multimedia materials available across the Internet. Their experiences help prepare other libraries for patrons' diverse questions, the support required, and the problems that will be encountered. The guide also looks at the broader context in which library Internet service is evolving—particularly networking efforts by library consortia, by school systems, and by local and state governments. Topics include: determining which services to support; establishing the overall dimensions of an Internet effort that makes sense to each individual library; setting reasonable goals; detailed planning, system design, and budgeting issues; and implementing Internet service and operating that service on an ongoing basis. Appendices include selected handouts from the Cambridge Public Library and a chronology of the Cambridge Project with selected press clippings. Numerous checklists and worksheets, a topical bibliography and resource listing, list of acronyms, and index are provided. (Author/SWC)

**ED 409 019** IR 056 411

**Managing School Libraries in Elementary and Secondary Schools. Revised.**

Idaho State Dept. of Education, Boise.

Pub Date—92

Note—136p.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142)

**EDRS Price — MF01/PC06 Plus Postage.**

Descriptors—Copyrights, Elementary Secondary Education, Fair Use (Copyrights), Information Skills, \*Learning Resources Centers, \*Library Administration, Library Facilities, Library Funding, Library Material Selection, Library Materials, Library Personnel, \*Library Planning, \*Library Role, Library Services, Public Schools, \*School Libraries, State Government

Identifiers—Idaho State Department of Education

The school library has long been recognized as an integral part of any school system. It plays a vital role in the total instructional program at all grade levels, and provides students and teachers with access to the world of knowledge. The school library is not only a source of materials necessary to support the basic curriculum of the school, but also provides resource materials for enrichment in every area of the students' interest. This manual contains background, guidelines, and recommendations for elementary and secondary school libraries and library media centers in Idaho public schools. The report is divided into 10 chapters: (1) The School Library Program; (2) The District Coordinator and the Processing Center; (3) The School Library Budget; (4) Teaching Information-Finding and Evaluating Skills; (5) Suggestions for School Library Facility Planner; (6) Materials Selection in School Libraries; (7) Weeding and Inventorying the School Library; (8) The School Library and the Copyright Law; (9) Beginning a School Library Media Program; and (10) Using Teacher-Aides in School Libraries. Appendices include: Idaho Accreditation Standards; Northwest Association of Schools and Colleges Standards of Accreditation; and sample job descriptions for school libraries. (SWC)

**ED 409 020** IR 056 412

Wyman, Steven K. And Others

**User and System-Based Quality Criteria for Evaluating Information Resources and Services Available from Federal Websites: Final Report.**

Spons Agency—OCLC Online Computer Library

Center, Inc., Dublin, OH.

Pub Date—Jun 97

Contract—35378874

Note—149p.

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

**EDRS Price — MF01/PC06 Plus Postage.**

Descriptors—\*Access to Information, Computer Mediated Communication, Design Preferences, \*Evaluation Criteria, Evaluation Methods, Evaluation Needs, \*Federal Government, Hypermedia, \*Information Dissemination, Information Management, Information Needs, \*Information Policy, Information Seeking, Information Utilization, Multimedia Materials, Online Searching, Online Systems, Reference Services, Standards, Users (Information), \*World Wide Web

Identifiers—Federal Standards, Information Selection, \*Web Sites

This exploratory study establishes analytical tools (based on both technical criteria and user feedback) by which federal Web site administrators may assess the quality of their websites. The study combined qualitative and quantitative data collection techniques to achieve the following objectives: (1) identify and define key issues regarding representation and access to information resources through federal resources; (2) identify and analyze key information policy issues related to the design, development, and management of Web-based information resources and services; (3) establish evaluative criteria for reviewing federal websites; (4) evaluate a sample of federal Web sites; (5) suggest analytical tools with which federal Web site administrators can analyze site structure and use; and (6) offer recommendations to increase the usefulness of federal Web sites to libraries and other users. Appendices are organized by the four different types of assessment used in the study: systems-based, user-based, design-based, and developer-based assessment (site visit). (Contains 54 references.) (SWC)

**ED 409 021** IR 056 422

Meghabghab, Dania Bilal

**Automating Media Centers and Small Libraries: A Microcomputer-Based Approach.**

Report No.—ISBN-1-56308-472-4

Pub Date—97

Note—172p.

Available from—Libraries Unlimited, Inc., P.O. Box 6633, Englewood, CO 80155-6633 (\$30; \$36 outside North America).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Computer Networks, \*Computer System Design, Elementary Secondary Education, Learning Resources Centers, \*Library Automation, \*Library Technical Processes, Microcomputers, Needs Assessment, Online Catalogs, \*School Libraries

Identifiers—\*Small Libraries, Technology Integration

Although the general automation process can be applied to most libraries, small libraries and media centers require a customized approach. Using a systematic approach, this guide covers each step and aspect of automation in a small library setting, and combines the principles of automation with field-tested activities. After discussing needs assessment and comparing various library functions within the automated and unautomated environments, a detailed description is provided of system selection and implementation. Problems that end-users encounter in accessing OPACs are identified, innovative solutions are offered, and activities for hands-on experience are recommended. Included are guidelines for functions analysis, preparation of a Request for Proposal (RFP), barcoding, site preparation, and database maintenance are included. The book also examines the role of the media specialist, various computer systems and their features, local area network topologies and architectures, various components of a USMARC/MicroLIF Protocol record, OPACs in cyberspace, the role of the Z39.50 standard, and more. A glossary, index and list of additional readings are included. (AEF)

ED 409 022 IR 056 423

Drewes, Jeanne M., Ed. Page, Julie A., Ed.

**Promoting Preservation Awareness in Libraries: A Sourcebook for Academic, Public, School, and Special Collections. The Greenwood Library Management Collection.**

Report No.—ISSN-0894-2986; ISBN-0-313-30206-5

Pub Date—97

Note—368p.

Available from—Greenwood Press, 88 Post Road West, Box 5007, Westport, CT 06881-5007 (\$75).

Pub Type—Books (010) — Collected Works - General (020) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

**Descriptors**—Case Studies, Elementary Secondary Education, Evaluation Methods, Higher Education, \*Libraries, Library Collection Development, \*Library Instruction, Library Personnel, Library Technical Processes, \*Preservation, Program Development, Program Evaluation, Program Implementation, Staff Development, Training, \*Users (Information)

This reference book explains how to create, implement, and evaluate formal and informal preservation education programs in school, public, academic, and special collections. It's seven chapters include 43 papers by contributors from a wide range of positions in librarianship and academia. Chapter 1, "Preservation Issues and the Community of Customers," presents an overview of preservation education issues and approaches for reaching the community of users. It tackles the "whys" of preservation education and suggests commonsense approaches for library application. Chapter 2, "Creating Preservation Education Programs for Staff and Library Customers," includes an introduction that presents the issues involved in creating education programs and their application to a statewide preservation training program. The need for staff training in preservation as a necessary first step in user education is clarified. Chapter 3, "Evaluating Preservation Education Programs for Staff and Library Customers," presents the "who, what, when, where, why, and how" of evaluation. The chapter introduction and case studies demonstrate practical approaches for integrating evaluation into the education process. Chapters 4 through 7 address specific types of libraries—school, public, academic, and special—and focuses on user education. Appendices include: a discussion with examples of effective graphic designs for displays and handouts; an annotated bibliography of book and journal sources; video sources for instruction on care and handling of library materials; and kits for instructional sessions with children and young adults. The volume includes over 35 illustrative case studies. (AEF)

ED 409 023 IR 056 424

Koontz, Christine M.

**Library Facility Siting and Location Handbook. The Greenwood Library Management Collection.**

Report No.—ISSN-0894-2986; ISBN-0-313-28682-5

Pub Date—97

Note—206p.

Available from—Greenwood Press, 88 Post Road West, Box 5007, Westport, CT 06881-5007 (\$59.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

**Descriptors**—Case Studies, Decision Making, \*Facility Planning, \*Facility Utilization Research, Library Administration, \*Library Development, Models, \*Public Libraries, \*Site Development, \*Spatial Relationship (Facilities), Strategic Planning

**Identifiers**—Geographic Information Systems

This handbook is a guide to the complex process of library facility siting and location. It includes relevant research and professionals' siting experiences, as well as actual case studies of closures, openings, mergers, and relocations of library facilities. While the bulk of the volume provides practical information, the work also presents an historical

and theoretical context for siting decisions. Chapter 1 examines some of the issues that shape the location of library facilities, such as the growth of electronic access to information and the debate over the library as a place. Chapter 2 offers a review of the spatial development of the American public library and the history of library facility siting. Descriptive literature spanning over 100 years, presented chronologically, takes the reader through ten decades of the considerations and experiences of library managers regarding siting and location strategy for library facilities. Chapter 3 reviews research on library location and chapter 4 discusses statistical modelling for library location. Chapter 5 provides a sample library location model for diverse urban environments. Chapter 6 examines the value of geographic information system software in library siting decisions. This chapter illustrates the importance of collecting specific library statistics and their utility for market analysis and location of facilities. Chapter 7 provides a discussion of location strategy for the public library of the future. An appendix of case studies and an extensive bibliography conclude the volume. (AEF)

ED 409 024 IR 056 425

Welch, Theodore F.

**Libraries and Librarianship in Japan. Guides to Asian Librarianship.**

Report No.—ISSN-0-313-29668-5; ISSN-1073-6530

Pub Date—97

Note—215p.

Available from—Greenwood Press, 88 Post Road West, Box 5007, Westport, CT 06881-5007 (\$75).

Pub Type—Books (010) — Reports - Evaluative (142)

**Document Not Available from EDRS.**

**Descriptors**—Elementary Secondary Education, Foreign Countries, Higher Education, \*Libraries, Library Automation, \*Library Development, Library Education, \*Library Science, Library Services, Tables (Data), Technological Advancement

**Identifiers**—\*Historical Background, \*Japan

More than ever before, Japan is aware of its potential for shaping the global library and information scene and the Japanese are responding to the current flood of information with new media technologies and improved database services with a synergistic approach that involves library professionals, information specialists, governmental leaders, corporate and industry planners, and information consumers. This reference work traces the development of traditional and modern libraries and librarianship in Japan and describes what they have become in modern times. The book begins with a retrospective glance at the cultural and literary circumstances surrounding the development of language, writing, paper, books, and other activities which fostered early library activity. The chapters that follow provide detailed information on the evolution of particular types of libraries, including the National Library and academic, public, school, and special libraries. Discussion also includes library automation, librarian education and professional organizations. Several statistical tables are presented throughout the text and an extensive bibliography of English and Japanese sources concludes the volume. (AEF)

ED 409 025 IR 056 427

Messas, Kostas, Comp. And Others

**Staff Training & Development. SPEC Kit 224.**

Association of Research Libraries, Washington, D.C. Office of Management Services.

Report No.—ISSN-0160-3582

Pub Date—Jun 97

Note—200p.; Contains drawings and illustrations that may not reproduce clearly.

Available from—Association of Research Libraries, Office of Management Services, 21 Dupont Circle, N.W., Washington, DC 20036.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC08 Plus Postage.**

**Descriptors**—Academic Libraries, Evaluation Methods, Higher Education, Human Resource-

es, Inservice Education, \*Library Personnel, Library Statistics, Library Surveys, Off the Job Training, On the Job Training, \*Professional Development, Program Evaluation, \*Research Libraries, \*Staff Development

**Identifiers**—\*Association of Research Libraries

This study examined the state of formal staff training and development in Association of Research Libraries (ARL) member libraries by identifying what programs are offered; how they are organized, administered, and budgeted; who participates; and how training is evaluated. In February 1997, a survey was distributed to all ARL libraries; of the 120 member institutions, 50 responded. Fifty-six percent of respondents have a formal library program in place, and the remaining are planning such a program. Most libraries (73%) have a budget for staff training and development. Although the size of this budget varies from year to year, most respondents (36%) receive more than \$25,000. Some libraries have no staff development program at all. Primary responsibility for staff training and development rests more frequently with a committee (38%) and less with the Library Personnel Department (26%), or the Staff Development Coordinator (24%). Thirty-seven percent of ARL libraries have programs that were established more than 10 years ago, while 27% of respondents have relatively new programs (1-3 years); ARL libraries spend more time planning versus actually delivering staff development activities. ARL libraries provide training in a wide variety of both technical and nontechnical areas. The most frequently used formats are small group discussions and on-site workshops (38 responses each). Other popular means include off-site workshops (35); videotapes and films (32); and lectures (31). Librarians and members of the university community most frequently deliver staff training and development (88% each), followed by other library staff and paid consultants (80% each). Staff is almost always the primary target audience (97%). While attendance at training is mostly voluntary, it is strongly encouraged. Participation is compulsory mostly for faculty/librarians (34%), followed by staff (28%). Evaluation of staff training and development programs is conducted by all libraries through questionnaires; many use observations (69%), individual interviews (65%), and group interviews (54%). The overall effect of staff training and development on employee morale appears to be very positive. Very few libraries consider the staff development program to have made no noticeable difference to the staff or to have affected them diversely. However, some negative issues were noted. Besides survey results, the kit also includes supporting documentation from the survey and related materials in the form of guidelines, annual reports, budgets, training activities, course catalogs, evaluations, staff recognition awards, and newsletters. A list of selected reading materials is also provided. (AEF)

JC

ED 409 026

JC 960 067

Knight, Nancy

**The Community College Faculty: The Keeper of the Transfer Key?**

Pub Date—96

Note—110p.; Ph.D. dissertation, University of California, Los Angeles.

Available from—UMI Information Store, 300 North Zeeb Road, PO Box 1346, Ann Arbor, MI 48106-1346 (Order Number 9616431).

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Tests/Questionnaires (160)

**Document Not Available from EDRS.**

**Descriptors**—\*College Faculty, \*College Transfer Students, Community Colleges, Comparative Analysis, Higher Education, Predictor Variables, Questionnaires, \*Student Characteristics, \*Student Educational Objectives,



\*Teacher Characteristics, Teacher Role, Two Year College Students, Two Year Colleges

Identifiers—\*Transfer Rates (College)

A study was conducted at 12 community colleges in 6 states to determine the relationship between student and faculty characteristics and the colleges' transfer rates. Transfer rate was defined as the percentage of students with 12 or more credits who transferred to an in-state institution within 4 years, while findings were compared for 3 colleges with high transfer rates and 3 with low transfer rates. Data on students were gathered through telephone interviews with college administrators and questionnaires completed by students in selected class sections. In addition, faculty at the colleges were surveyed and a typology was devised based on their responses, categorizing faculty as organizational affiliated, professionally affiliated, or unaffiliated. The study found that students at colleges with high transfer rates were more likely to be ready for college-level English and mathematics and to have stated transfer as an educational goal. In addition, faculty categorized as organizational affiliated were represented to a greater degree than any other type at colleges with high transfer rates. Contains 60 references. Appendixes provide results from a pilot study of the faculty typology, the questionnaires and cover letters, a list of liberal and non-liberal arts disciplines, and data tables. (HAA)

ED 409 027 JC 970 301

**Pensacola Junior College Institutional Effectiveness Progress Report, 1993 (1992-1993 Academic Year). Progress-to-Date.**

Pensacola Junior Coll., FL. Office of Institutional Research and Effectiveness.

Report No.—PJC-R-93-66-A

Pub Date—15 Nov 93

Note—54p.; Report is printed on colored paper.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—College Curriculum, \*College Outcomes Assessment, Community Colleges, Evaluation Criteria, Instructional Effectiveness, \*Organizational Objectives, \*School Effectiveness, \*Self Evaluation (Groups), Student Personnel Services, Two Year Colleges

Identifiers—\*Pensacola Junior College FL

This report includes comprehensive goal, objective and indicator statement data; analysis of indicators; conclusions; and recommendations. Between 1990 and 1993, Florida's Pensacola Junior College (PJC) developed an assessment plan for institutional effectiveness that determined 53 goals, 145 objectives, and 238 indicators for the following 16 function areas: admissions, completion requirements, the curriculum, community programs, faculty quality and development, learning resources, instructional support, computer resources, organization and administration, financial resources, physical resources, grants, instructional effectiveness, institutional advancement, institutional research, and student development services. In spring 1993, PJC undertook an initial run of the plan to examine outcomes for 1992-93, with area supervisors reporting on at least one objective and indicator. Results of the process included the following: (1) outcomes were reported for 83 indicators, 56 of which were fully met in terms of designated levels of performance; (2) 7 did not meet the specified standards, with the majority of these being data—rather than survey-based; and (3) 20 indicators were deferred for review in 1993-94. As a result, it was recommended that the process be continued in 1993-94 and that it be simplified to reduce the number of indicators. A complete list of goals, objectives, and indicators by function area is included. Tables of outcomes for the indicators are attached. (HAA)

ED 409 028 JC 970 302

**Abstracted Data from the ACT Student Opinion Survey (2-Year College Form), Pensacola Junior College, Spring 1992.**

Pensacola Junior Coll., FL. Office of Institutional

Research and Effectiveness.

Report No.—PJC-R-93-430

Pub Date—1 Oct 93

Note—11p.; Report is printed on colored paper.

Pub Type—Numerical/Quantitative Data (110) —

Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Graduates, Community Colleges, \*Educational Quality, \*Participant Satisfaction, Program Effectiveness, School Effectiveness, \*Student Characteristics, Tables (Data), Two Year Colleges

Identifiers—American College Testing Student Opinion Survey, \*Graduate Attitudes, Pensacola Junior College FL

In spring 1992, Florida's Pensacola Junior College mailed the Two-Year College Form of the American College Testing (ACT) Student Opinion Survey to the 557 students who had earned an Associate in Arts degree (AA), an Associate in Science degree, or certificate in fall 1991. The survey sought information on the graduates' reasons for selecting PJC, ratings of PJC at the time that they applied for admission, opinions regarding whether they would choose PJC again if starting college over, ratings of the "impressiveness of quality" at PJC, and satisfaction with services and programs. Survey results, based on usable responses from 39.9% (n=222) of the graduates, included the following: (1) the most commonly cited major reason for selecting PJC was convenient location, cited by 62.6% of the respondents; (2) 39.2% of the respondents indicated that they would definitely choose PJC if starting college again and another 38.7% indicated that they would probably choose the college; and (3) respondents were generally very satisfied with the college, with 80.6% rating PJC's educational quality as excellent or good. An appendix provides data on respondents' age; age by gender, full-/part-time status, and campus; gender; and race. (HAA)

ED 409 029 JC 970 303

**Pensacola Junior College Institutional Effectiveness Progress Report, 1994. (1993-1994 Academic Year) (Progress-to-Date).**

Pensacola Junior Coll., FL. Office of Institutional Research and Effectiveness.

Report No.—PJC-R-94-206

Pub Date—2 Dec 94

Note—27p.; Report printed on colored paper.

Pub Type—Numerical/Quantitative Data (110) —

Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—College Curriculum, \*College Outcomes Assessment, Community Colleges, Evaluation Criteria, Instructional Effectiveness, \*Organizational Objectives, \*School Effectiveness, \*Self Evaluation (Groups), Student Personnel Services, Tables (Data), Two Year Colleges

Identifiers—Pensacola Junior College FL

This report includes comprehensive goal, objective, indicator, and use statement data; analysis of indicators; conclusions; and recommendations. In spring 1994, Florida's Pensacola Junior College (PJC) undertook the second assessment of institutional effectiveness using an assessment plan developed between 1990 and 1993. Outcomes were examined for the 1993-94 academic year with respect to the 51 goals, 147 objectives, and 147 indicators of effectiveness identified by the assessment plan in 16 functional areas. Area supervisors were requested to report on at least one objective and one indicator, although many selected more than one. Results of the process included the following: (1) a total of 154 indicator reports were received from the supervisors for 1993-94; (2) based on these reports, 86.4% (n=133) of the indicators were fully achieved in terms of levels of performance designated in the assessment plan; and (3) indicators that were not met included achieving the correct placement of 90% of first-time-in-college students, implementing computerized placement tests, and maintaining course syllabi on file. As a result of the process, it was recommended that the assessment be continued in 1994-95 and simplified to reduce the number of indicators; that the total number of indicator reports generated be increased; and that more product-oriented, as opposed to pro-

cess-oriented, indicators be developed. Data tables are appended. (HAA)

ED 409 030 JC 970 304

**PJC Alumni Follow Up Survey. General Data Presentation, ACT Student Opinion Survey (2-Year College Form), Fall 1993 and Spring 1994 AA, AS and Certificate Graduates.**

Pensacola Junior Coll., FL. Office of Institutional Research and Effectiveness.

Report No.—PJC-R-94-650

Pub Date—13 Jun 95

Note—29p.; Report is printed on colored paper.

Pub Type—Numerical/Quantitative Data (110) —

Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*College Graduates, Community Colleges, \*Educational Quality, Graduate Surveys, \*Participant Satisfaction, Program Effectiveness, School Effectiveness, \*Student Characteristics, Student Personnel Services, Tables (Data), Two Year Colleges

Identifiers—American College Testing Student Opinion Survey, \*Graduate Attitudes, Pensacola Junior College FL

In fall 1993 and in spring 1994, Florida's Pensacola Junior College (PJC) surveyed all Associate in Arts, Associate in Science, and certificate graduates, using the Two-Year College Form of the American College Testing (ACT) Student Opinion Survey. Information was sought regarding graduates' reasons for selecting PJC; ratings of PJC at the time of application for admission; opinions regarding whether they would choose PJC again if starting college over; ratings of the overall "impressiveness of quality" at PJC; use of student services; satisfaction with student services and other aspects of the college; and college experience, including credits taken, employment while attending, decisions regarding their major, student-faculty communication, and the helpfulness of college services. Usable responses were received from 167 of the 439 fall 1993 graduates and 215 of the 560 spring 1994 graduates. Study findings included the following: (1) the three most commonly cited major reasons for selecting PJC were convenient location, the availability of desired courses, and low cost; (2) 80.9% of the respondents rated PJC's educational quality as excellent or good; (3) only 74.6% of the respondents indicated that they had used academic advising services; and (4) in general, respondents were satisfied with PJC services and programs. Data on respondents' demographic characteristics are appended. (HAA)

ED 409 031 JC 970 305

**Institutional Accountability Plan and Progress Report, 1995 Update, Year 2, 1994-1995.**

Pensacola Junior Coll., FL. Office of Institutional Research and Effectiveness.

Report No.—PJC-R-95-305R

Pub Date—1 Dec 95

Note—26p.; Some tables contain small print.

Pub Type—Numerical/Quantitative Data (110) —

Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Associate Degrees, \*College Graduates, \*College Outcomes Assessment, College Planning, \*College Transfer Students, Community Colleges, Educational Certificates, Enrollment, Organizational Objectives, \*School Holding Power, Student Characteristics, Success, Tables (Data), Two Year Colleges, Vocational Followup

Identifiers—\*Graduation Rates, Pensacola Junior College FL

Providing data for Year 2 of a state-approved accountability plan developed by Florida's Pensacola Junior College (PJC), this report provides baseline data on outcomes for 1994-95. Data tables are provided for the following outcome measures: enrollment of prior year high school graduates enrolled the following year; retention and success rates for Associate in Arts (AA), Associate in Science (AS), and vocational certificate recipients; performance of AA transfers by ethnicity; state licensure test pass rates by program; job placement rates of AS and certificate completers; success rates for PJC college preparatory students; college prepa-

ratory retention and success rates for AA, AS, and certificate recipients; and results on the college skills assessment test. Each table includes a definition of the related measure and a list of planned activities or strategies. Selected findings include the following: (1) 33% of the 121 full-time AA students starting in fall 1991 had graduated after 4 years, compared to 44% of the 91 AS students and 33% of the 3 certificate students; (2) the mean grade point average of AA students who transferred to the state university system was 2.7 in summer 1993-94; and (3) 86.7% of the 598 AS and certificate recipients from 1992-93 had been placed in jobs by 1995. A list goals not yet met is attached. (HAA)

**ED 409 032** JC 970 306

**Pensacola Junior College Institutional Effectiveness Progress Report, 1995, Year 3, 1994-1995 Academic Year Progress-to-Date.**

Pensacola Junior Coll., FL. Office of Institutional Research and Effectiveness.

Report No.—PJC-R-95-346

Pub Date—1 Jun 95

Note—26p.; Report printed on colored paper.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—College Curriculum, \*College Outcomes Assessment, Community Colleges, Evaluation Criteria, Instructional Effectiveness, \*Organizational Objectives, \*School Effectiveness, \*Self Evaluation (Groups), Student Personnel Services, Tables (Data), Two Year Colleges

Identifiers—Pensacola Junior College FL

In spring 1995, Florida's Pensacola Junior College (PJC) undertook the third assessment of institutional effectiveness using an assessment plan developed between 1990 and 1993. Outcomes were examined for the 1994-95 academic year with respect to the 51 goals, 147 objectives, and 253 indicators of effectiveness identified by the assessment plan in 16 functional areas. Area supervisors were requested to report on at least one objective and one indicator for each of the goals. Results of the process included the following: (1) 84 of the 253 indicators were selected to be reported for 1994-95, although with multiple reports for some indicators a total of 171 indicator reports were received; (2) 90.6% (n=155) of the indicators were shown to have been fully met in terms of designated levels of performance; and (3) indicators that were not met included achieving an annual 1% improvement in retention rates, maintaining college energy usage below state guidelines, and achieving a 70% satisfaction rate for financial aid services. As a result of the process, it was recommended that the assessment be continued in 1995-96; that the total number of indicator reports generated be increased; and that more product-oriented, as opposed to process-oriented, indicators be developed. Tables showing outcomes by indicator are included. (HAA)

**ED 409 033** JC 970 307

**Pensacola Junior College Transfer Rate Study, 1990-1996.**

Pensacola Junior Coll., FL. Office of Institutional Research and Effectiveness.

Report No.—PJC-R-96-488

Pub Date—96

Note—12p.; Report is printed on colored paper.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Associate Degrees, \*College Graduates, \*College Transfer Students, Community Colleges, \*Enrollment Trends, Student Characteristics, Tables (Data), Trend Analysis, \*Two Year College Students, Two Year Colleges

Identifiers—Pensacola Junior College FL, \*Transfer Rates (College)

Presenting background information on the transfer rate at Florida's Pensacola Junior College (PJC), the seven tables in this report provide data on trends and graduation rates from 1990 to 1996 for first-time-in-college (FTIC) students. The first table examines graduation rates for first-time-at-PJC students, FTIC students, FTIC Associate in Arts (AA) majors, FTIC AA majors who earned 12 or more

credits, and FTIC AA majors with 12 or more credits who sent transcripts to four-year colleges and universities, providing June 1996 data for the 1990, 1991, and 1992 cohorts. The second table provides data on changes in graduation rates between the three cohorts, while the third examines the percentage of all unduplicated students in these cohorts who are FTIC. The fourth table provides the same data as the first table for the six cohorts between 1990 and 1996, while the fifth examines trends in the enrollment of recent high school graduates in Associate of Science programs. The final two tables examine the enrollment of students aged 21 and under in PJC degree programs for the 1990 to 1996 cohorts and PJC's transfer rate compared to the national average, indicating that 22.1% of the FTIC AA students who entered the college in 1990 sent transcripts to senior colleges, compared to a national transfer rate of 21.6% in 1989. (HAA)

**ED 409 034** JC 970 309

**Institutional Accountability Plan and Progress Report, 1996 Update, Year 3, 1995-1996.**

Pensacola Junior Coll., FL. Office of Institutional Research and Effectiveness.

Pub Date—31 Oct 96

Contract—PJC-R-96-515

Note—53p.; Ten pages are printed on colored paper.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—\*Associate Degrees, \*College Graduates, \*College Outcomes Assessment, College Planning, \*College Transfer Students, Community Colleges, Educational Certificates, Enrollment, Organizational Objectives, \*School Holding Power, Student Characteristics, Success, Tables (Data), Two Year Colleges, Vocational Followup

Identifiers—\*Graduation Rates, Pensacola Junior College FL

Providing data for Year 3 of a state-approved accountability plan developed by Florida's Pensacola Junior College (PJC), this report provides baseline data on outcomes for 1995-96. Data tables are provided for the following outcome measures: enrollment of prior year high school graduates; retention and success rates for Associate in Arts (AA), Associate in Science (AS), and vocational certificate recipients; performance of AA transfers by ethnicity; state licensure test pass rates by program; job placement rates of AS and certificate completers; success rates for PJC college preparatory students; college preparatory retention and success rates for AA, AS, and certificate recipients; and results on the college skills assessment test. Each table includes a definition of the related measure and a list of planned activities or strategies planned. Selected findings include the following: (1) 32% of the 337 full-time AA students starting in fall 1992 had graduated after 4 years, compared to 35% of the 107 AS students and 50% of the 2 certificate students; (2) the mean grade point average of AA students who transferred to the state university system was 2.77 in summer 1994-95; and (3) 88.9% of the 574 AS and certificate recipients from 1993-94 had been placed in jobs by 1995. Additional tables showing goals not yet met, outcomes per measure, changes in outcomes between 1994 and 1996, and comparisons of PJC outcomes with other Florida community colleges are attached. (HAA)

**ED 409 035** JC 970 310

**Pensacola Junior College Institutional Effectiveness Progress Report, 1996, Year 4, 1995-1996 Academic Year Progress-to-Date.**

Pensacola Junior Coll., FL. Office of Institutional Research and Effectiveness.

Report No.—PJC-R-96-516

Pub Date—31 Jul 96

Note—29p.; Eleven tables are printed on colored paper.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*College Outcomes Assessment, Community Colleges, Evaluation Criteria, Instructional Effectiveness, \*Organizational Ob-

jectives, \*School Effectiveness, \*Self Evaluation (Groups), Tables (Data), Two Year Colleges

Identifiers—Pensacola Junior College FL

In spring 1996, Florida's Pensacola Junior College (PJC) undertook the fourth assessment of institutional effectiveness using an assessment plan developed between 1990 and 1993. Outcomes were examined for the 1995-96 academic year with respect to the 51 goals, 147 objectives, and 253 indicators of effectiveness identified by the assessment plan in 16 functional areas. Area supervisors were requested to report on at least one objective and one indicator for each of the goals. Results of the process included the following: (1) 97 of the 253 indicators were selected to be reported for 1995-96, although with multiple reports for some indicators a total of 233 indicator reports were received; (2) 90.1% (n=210) of the indicators were shown to have been fully met in terms of designated levels of performance; and (3) indicators that did not meet standards included increasing annual student contacts by 2%, correctly placing 90% of first-time in college students, achieving a 5% annual increase in students, and including grade distributions in faculty evaluations. It was concluded that the central mission of the college was affirmed by the results of the assessment and it was recommended that the assessment be continued in 1996-97; that the number of indicators be increased with special emphasis on those indicators that relate to outcome productivity measures rather than measures of internal processes. Tables showing outcomes by indicator and indicators that were not reported are included. (HAA)

**ED 409 036** JC 970 311

**Pensacola Junior College Institutional Effectiveness Assessment Handbook, 1996-1997, Year 5.**

Pensacola Junior Coll., FL. Office of Institutional Research and Effectiveness.

Report No.—PJC-R-96-701B

Pub Date—97

Note—71p.; Five pages are printed on colored paper.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—College Outcomes Assessment, Community Colleges, Evaluation Criteria, Evaluation Methods, Guides, Institutional Mission, \*Organizational Objectives, School Effectiveness, \*Self Evaluation (Groups), Two Year Colleges

Identifiers—Pensacola Junior College FL

As part of the institutional assessment plan at Florida's Pensacola Junior College (PJC), unit supervisors complete reports on one or more indicators of effectiveness related to 51 goals in 16 functional areas. This handbook provides a guide for completing unit reports for the 1996-97 assessment cycle. Following an introduction describing the purposes of assessment at PJC, the responsibilities of functional area leaders are described and the titles of leaders are provided for each area. Next, lists of personnel are provided in the institutional effectiveness assessment units for academic departments at PJC's four campuses, instructional and support services, and district administrative services. A timetable for the 1996-97 assessment and instructions for completing unit reports are then presented, followed by a list of PJC's 11 strategic goals for the period from 1992-93 to 1997-98. An extensive appendix provides blank and sample assessment report forms and a 1996 report on PJC's goal, objective, and indicator statements. This report includes the college's philosophy and mission statements; a list of strategic goals; and descriptions of the goals, objectives, and indicators in the following 16 function areas: admissions, curricular completion requirements, curriculum, community programs, faculty quality and development, learning resources, instructional support, computer resources, organization and administration, financial resources, physical resources, grants, instructional effectiveness, institutional advancement, institutional research, and student development services. (BCY)

ED 409 037

JC 970 338

Boyer, Paul

**Native American Colleges: Progress and Prospects. A Special Report.**

Carnegie Foundation for the Advancement of Teaching.

Report No.—ISBN-0-931050-63-4

Pub Date—97

Note—132p.; For the original report, see ED 311 990.

Available from—Jossey-Bass, Inc., Publishers, 350 Sansome Street, Fifth Floor, San Francisco, CA 94104 (\$10 plus shipping and handling).

Pub Type—Books (010) — Information Analyses (070)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*American Indian Culture, \*American Indian Education, American Indian History, \*College Administration, \*College Role, Cultural Education, Educational History, Educational Improvement, Educational Objectives, Higher Education, \*Institutional Characteristics, Postsecondary Education, School Community Relationship, Social Action, \*Tribally Controlled Education, Two Year Colleges

Identifiers—\*Native Americans

Updating a 1989 report on the status of tribally controlled colleges in the United States, this monograph describes the history and characteristics of the tribal college movement and presents recommendations for the colleges. An introduction provides a brief history of tribal colleges and notes four common characteristics: they establish a learning environment that encourages participation and builds self-confidence in students who have come to view failure as the norm; they celebrate and help sustain Native American traditions; they provide essential community services; and they serve as centers for research and scholarship. Chapter 1 then traces the history of Native American "mis-education," noting the negative role played in the past by boarding schools, and chapter 2 reviews the original needs for establishing tribal colleges, including low college participation and graduation rates among Native Americans. Chapter 3 provides an overview of the 27 existing tribal colleges, describing governance, curriculum, instruction, students, facilities, funding, and intercollege cooperation. Chapter 4 discusses issues affecting reservations to provide a context in which the colleges operate, focusing on economic empowerment, efforts to rebuild traditions, and health care. Chapter 5 describes the role that the colleges play to bring about fundamental change on reservations, highlighting efforts to serve students, rebuild cultures, and strengthen communities. Finally, chapter 6 presents 10 recommendations for ensuring educational quality and tribal renewal. A list of tribally controlled colleges is appended. (HAA)

ED 409 038

JC 970 340

Call, Richard W. And Others

**The Applied Baccalaureate: A New Option in Higher Education in the United States. Report.**

State Univ. of New York, Albany. Office of the Chancellor.

Pub Date—May 97

Note—21p.; Prepared by the University College of Technology, Alfred, Canton, Cobleskill, Delhi, and Morrisville.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Bachelors Degrees, College Planning, Educational Change, Educational Needs, Higher Education, \*Intercollegiate Cooperation, Models, Program Administration, Program Development, Program Implementation, Technical Institutes, Technology Education, \*Two Year Colleges

Identifiers—\*State University of New York Colleges of Techn

This report focuses on the implementation of applied baccalaureate degrees at two-year colleges and includes a sample agreement from an alliance of five State University of New York (SUNY) Colleges of Technology. The report provides the fol-

lowing information: (1) a discussion of the objectives of implementing baccalaureate degrees at two-year colleges; (2) information on colleges that currently offer four-year degrees, indicating that 61 colleges did so in 1997; (3) a list of seven colleges offering such degrees and the programs they offer; (4) a description of Pennsylvania State University's plan to offer baccalaureate degrees at 14 branch campuses; (5) discussions of research and other writings that point to the value of baccalaureate degrees; (6) brief descriptions of initiatives undertaken in Arizona, the SUNY Colleges of Technology, and Utah Valley Community College (UVCC); and (7) a description of the implementation process used at UVCC, including a 3-phase model presented to the State Board of Regents. Contains 13 references. The attached agreement for the five Alliance members (Alfred, Canton, Cobleskill, Delhi, and Morrisville Colleges) describes the purpose of the Alliance (i.e., to share resources and gain approval to offer baccalaureate programs); initial steps for implementation; guidelines for academic program coordination; the Bachelor's in Professional Studies degree; administrative services; and financing. The Alliance budget for 1996-97 and an organizational chart are appended. (HAA)

ED 409 039

JC 970 341

Shults, David

**The School-to-Work Opportunities Act (1994) and Community College Preparedness.**

Pub Date—Feb 97

Note—11p.; Ed.D. Seminar Paper, Nova Southeastern University.

Pub Type—Information Analyses (070)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Block Grants, \*College Role, \*Community Colleges, Economic Development, \*Education Work Relationship, Educational Change, \*Educational Finance, \*Federal Legislation, Job Training, \*Labor Force Development, School Business Relationship, Two Year Colleges

Identifiers—\*School to Work Opportunities Act 1994

Signed into law in May 1994, the School-to-Work Opportunities (STWO) Act provides states and communities with funds to develop systems that connect academic knowledge with technical skills and workplace competencies. The Act links the Goals 2000: Educate America Act with workforce and economic development and is designed to help the nation prepare for the effects of technological changes. STWO differs from previous efforts in that it is driven by technological changes and does not establish federal mandates, allowing states to distribute funds and design local systems. Community colleges are poised to become major players in school-to-work initiatives because of their strong community links and experience with occupational and customized training, with over three-fourths of the colleges involving students in work-based learning as of 1993. Strengths of the colleges' work-based programs include strong program leadership, strong connections with the business or industry, the inclusion of school-based learning components, and diverse funding sources. STWO will present challenges, however, for two-year colleges, including the use of state- rather than federal-based funding, the need for alternative schedules other than semesters, and conflicts between credit and non-credit courses. Although community colleges are effective at delivering workforce training, the opportunity to secure the lead in STWO must either be used or it will be quickly lost. (HAA)

ED 409 040

JC 970 346

Cunningham, Stephen

**Graduate Employer Survey Report, 1991/92-1992/93.**

Pennsylvania Coll. of Technology, Williamsport.

Office of Strategic Planning and Research.

Pub Date—Nov 96

Note—172p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC07 Plus Postage.**

Descriptors—Community Colleges, Education Work Relationship, \*Employer Attitudes, \*Job Performance, \*Job Skills, \*Outcomes of Education, Satisfaction, Tables (Data), Two Year Colleges, Vocational Followup

Identifiers—Pennsylvania College of Technology

This report presents results from the first comprehensive follow-up survey of employers of graduates from Pennsylvania College of Technology (PCT), based on surveys of 279 employers of graduates from 1991-92 and 219 employers of graduates from 1992-93. Following an executive summary, part II describes the survey methodology, indicating that the employer pool was developed from graduates employed in jobs related to their education, and provides a detailed analysis of findings. Part III presents data tables of employer response rates and perceptions of the graduates' skills and preparation. Finally, part IV presents tables of employer ratings of graduates by program and school. Highlighted findings include the following: (1) for all 498 respondents measuring 18 categories of job skills, 75% indicated that their graduate employee performed well or extremely well; (2) for the 213 employers from the 1992-93 sample and the 251 from the 1991-92 sample who were able to compare PCT graduates to others doing similar work, 52.4% and 59.3%, respectively, indicated that they were better prepared than other employees; (3) as job openings occur, approximately 50% of the respondents indicated that they would give preference or offer promotions to PCT graduates, while only 20% would not; and (4) technical content skills were most important to employers in determining if they would be likely to offer promotions to PCT graduates. The questionnaire and cover letters are appended. (HAA)

ED 409 041

JC 970 350

Gelman, Peter

**Class Success-Class Withdrawal. Research Report 96.6.1.0.**

Santa Monica Coll., CA. Office of Institutional Research.

Pub Date—27 Jun 96

Note—70p.; Printed on colored paper.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—\*Academic Persistence, Attendance Patterns, Community Colleges, \*Dropout Rate, Dropout Research, Enrollment Influences, \*School Holding Power, \*Student Attrition, \*Student Characteristics, Two Year College Students, Two Year Colleges, \*Withdrawal (Education)

Identifiers—\*Santa Monica College CA

Intended as a resource to help decrease student withdrawal and increase student success at California's Santa Monica College, this report presents results from a study of student withdrawal and success rates for 8 sessions, from winter 1994 through fall 1994. Following an overview of the project and general observations based on findings, tables of results are presented for the following 16 student characteristics: gender, ethnicity, age, day/night attendance status, residency status, resident students' first language, level of prior education, returning/first-time enrollment status, deferred or full matriculation status, foreign or local high school attendance, number of hours employed, educational goals, date that students add a class, major, cumulative grade point average, and student load. Highlighted findings include the following: (1) Asian and White males had higher withdrawal rates than Asian and White females, respectively, while no gender differences were found for other ethnic groups; (2) with respect to age, students between 20 and 24 had the lowest success rates, while those between 60 and 64 had the highest; (3) regarding student residence, those with F-1 visas had the lowest withdrawal rate, followed by non-resident stu-



dents; (4) with respect to students' prior educational level, non-high school graduates had the highest withdrawal rate, followed by adult diploma students; and (5) students who did not work and those who worked only 1 to 9 hours per week withdrew at lower than average rates and succeeded at higher than average rates. (TGI)

**ED 409 042** JC 970 351

O'Banion, Terry. Ed.

**A Learning College for the 21st Century.**

American Association of Community Colleges, Washington, DC.; American Council on Education, Washington, DC.

Report No.—ISBN-1-57356-113-4

Pub Date—97

Note—279p.

Available from—Community College Press, P.O. Box 311, Annapolis Junction, MD 20701 (\$27.50).

Pub Type—Books (010) — Collected Works - General (020) — Information Analyses (070)

**EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.**

Descriptors—Change Strategies, \*Community Colleges, \*Educational Change, Educational Improvement, \*Educational Innovation, Educational Methods, Educational Philosophy, \*Educational Quality, Educational Technology, Educational Trends, \*Learning, Two Year Colleges

This monograph reviews the emerging emphasis on learning in education and the development of the concept of "learning colleges," providing specific case studies of reform efforts at community colleges. Following introductory materials, chapters 1-6, all authored by Terry O'Banion discuss the following: Chapter 1 discusses the wave of educational reform arising from the 1983 publication, "A Nation at Risk," analyzing the general failure of these reforms and problems associated with the traditional time-, place-, efficiency-, and role-bound architecture of education. Chapter 2 reviews a second reform movement, stemming from the early 1990s, which emphasizes learning in the educational process. This chapter also discusses pressures resisting this change and those forcing a focus on learning. Chapter 3 illustrates the foundations of the current emphasis on learning in earlier reform movements and proposes a new model of a learning college, or an institution designed to help students make passionate connections to learning. Chapters 4 and 5 focus on the potential role of technology in creating learning colleges and describe how recent progress in learning research and outcomes measures can be applied to help build such organizations. Chapters 6 through 11 describe efforts to become more learning-centered at the following six community colleges: Sinclair Community College (Ohio) (by David H. Ponitz), Jackson Community College (Florida) (by Lee Howser and Carol Schwinn), Lane Community College (by Jerry Moskus) (Oregon), the Maricopa Community Colleges (Arizona) (by Paul A. Elsner), Palomar College (California) (by George R. Boggs and Diane G. Michael), and the Community College of Denver (Colorado) (by Byron McClenney). Finally, chapter 12 (Terry O'Banion offers a practical guide for community colleges interested in launching learning college initiatives of their own. (TGI)

**ED 409 043** JC 970 354

**Central Alabama Community College 1997**

**Fact Book (Highlighting Data through Fall, 1996). Volume 1, Number 3.**

Central Alabama Community Coll., Alexander City. Office of Institutional Research and Planning.

Pub Date—May 97

Note—132p.: Published tri-annually by the Office of Institutional Research and Planning.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—Community Colleges, Comparative Analysis, \*Educational Facilities, \*Educational Finance, \*Enrollment, \*Enrollment Trends, Extracurricular Activities, Graphs, \*Institutional Characteristics, Mission Statements, \*Stu-

dent Characteristics, Two Year College Students, Two Year Colleges

Identifiers—\*Central Alabama Community College

This fact book presents longitudinal data up to fall 1996 on the service area, enrollment, staff, finances, and facilities at Central Alabama Community College (CACC). Part 1 contains general information on the college, including its mission statement, an organizational chart, and comparative data on CACC and other Alabama colleges. Part 2 describes CACC's service area and includes maps of campus locations and data on population trends in the counties surrounding the college. Part 3 presents student-related information, including student body characteristics, high school graduate enrollment, comparisons of student test scores, and campus crime statistics, while part 4 focuses on student enrollment patterns related to headcount and credit hours produced by campus and division. Part 5 presents data on degrees, diplomas, and certificates awarded from 1966 to 1996, while part 6 describes student activities, highlighting activities in CACC's Phi Theta Kappa, Wellness Center, and sports programs. Part 7 discusses college staff, presenting a list of presidents from 1965-96, a profile of administrators and faculty, and lists of full-time employees by category; part 8 reviews revenues, expenditures, and grants; and part 9 focuses on CACC facilities, including lists of buildings by campus and value and information on the college's Pioneer Village. Finally, part 10 summarizes nursing, adult, community, volunteer, and other federal programs and part 11 presents appendixes, including directories of the state Senate and House of Representatives and statewide educational statistics compared to the rest of the nation. (HAA)

**ED 409 044** JC 970 358

Cunningham, Pearly

**The Development of a Strategic Plan To Provide a Multisite Electronic Engineering Technology Program at the Community College of Allegheny County.**

Pub Date—Mar 97

Note—180p.: Ed.D. Applied Research Project, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

**EDRS Price - MF01/PC08 Plus Postage.**

Descriptors—\*College Planning, Community Colleges, Computer Networks, Course Descriptions, \*Curriculum Development, \*Distance Education, \*Electronics, \*Engineering Education, Program Development, \*Strategic Planning, Two Year Colleges

Identifiers—Community College of Allegheny County PA

A project was undertaken to develop a strategic plan to implement a multisite electronic engineering technology (EET) program at Pennsylvania's Community College of Allegheny County. Specifically, the project sought to determine how electronic communication technologies could provide a virtual learning community for the program; appropriate plans for network communication, coordination between educational segments, and evaluation; and necessary changes in the program to adapt to the multisite format. Data were collected from a literature review, interviews with program coordinators of existing EET distance learning programs and directors of computer centers, and a review of the necessary hardware and software for the project. In addition, advisory group meetings were held with industry representatives and educators to develop and review the plan. As a result of the process, requirements were developed regarding the classroom model, faculty training, hardware and software, and the laboratory component. Appendixes provide the college's mission statement, a campus location map, an organizational chart of college divisions, a list of related programs, the new EET curriculum, assessment and planning charts, the coordinator and director interview forms, a list of advisory members, course syllabi, and the completed strategic plan for distance learning in EET. Contains 184 references. (HAA)

**ED 409 045**

JC 970 360

Johnson, Mark

**PTC 2005: Pulaski Technical College's Strategic Plan for Serving Central Arkansas.**

Pulaski Technical Coll., Little Rock, AR.

Pub Date—Apr 97

Note—26p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Access to Education, \*College Planning, Educational Quality, Educational Strategies, Institutional Mission, \*Job Training, \*Labor Force Development, \*Organizational Objectives, Partnerships in Education, \*School Community Relationship, Strategic Planning, Technical Institutes, Two Year Colleges

Identifiers—Pulaski Technical College AR

Intended as a long-range agenda for Arkansas' Pulaski Technical College (PTC), this plan describes the planning process used at the college, sets forth college goals through the year 2005, and reviews strategies to help the college achieve its goals. Following introductory sections, the educational and training needs of Central Arkansas are discussed, focusing on economic characteristics, demographic trends, state and federal educational policies, and the activities of area educational institutions. A brief status report is then provided of progress made by PTC between 1991 and 1997 and the college's mission, vision, and goals for the year 2005 are presented. Current and future strategies are then provided for achieving the following institutional goals: (1) meeting workforce development needs; (2) providing access to higher education; (3) ensuring student success; (4) providing a quality learning environment, including effective teaching and learning, state-of-the-art facilities, and strong academic and student support services; (5) maintaining educational partnerships with school districts, other colleges, and universities; (6) providing continuing education and community services; (7) maintaining productivity and cost-effectiveness; and (8) developing resources to support programs and services. Finally, a brief discussion of methods for implementing and evaluating the plan is provided. The PTC mission is appended. (TGI)

**ED 409 046**

JC 970 361

Runde, Dennis C.

**The Effect of Using the TI-92 on Basic College Algebra Students' Ability To Solve Word Problems.**

Pub Date—Jun 97

Note—22p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Algebra, \*Calculators, \*College Mathematics, Community Colleges, Comparative Analysis, \*Heuristics, Instructional Improvement, \*Mathematics Instruction, Outcomes of Education, Pretests Posttests, Teaching Methods, Two Year Colleges, \*Word Problems (Mathematics)

As part of an effort to improve community college algebra students' ability to solve word problems, a study was undertaken at Florida's Manatee Community College to determine the effects of using heuristic instruction (i.e., providing general rules for solving different types of math problems) in combination with the TI-92 calculator. The TI-92 combines the capabilities of a computer algebra system, which has shown potential in improving students' problem solving ability, and the portability of a calculator. The study involved two sections of basic college algebra students. Although both groups received explicit heuristic instruction, the control group solved equations by hand and the treatment group used the TI-92. Pre- and post-tests were administered to both groups to determine the effects of instruction. Analysis of covariance on post-test scores, using pretest scores as a covariate, indicated that the treatment group scored significantly higher than the control group, but no significant differences were found between males and females. The pre- and post-tests; a scoring rubric; and tables showing mean pre- and post-test scores by group, mean pre- and post-test scores by gender, and an analysis of covariance for post-test scores

using pre-test scores as a covariate are appended. Contains 15 references. (HAA)

**ED 409 047** JC 970 362

**Running Start: 1995-96 Annual Progress Report.**

Washington State Board for Community and Technical Colleges, Olympia.

Pub Date—Jan 97

Note—15p.; For the 1994-95 Report, see ED 390 486.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Credits, \*College School Cooperation, Community Colleges, Cost Effectiveness, \*Dual Enrollment, \*Educational Finance, \*High School Students, High Schools, \*Program Budgeting, Program Effectiveness, Technical Institutes, Two Year Colleges

Identifiers—\*Washington Community and Technical Colleges

Created in 1990 by the Washington State Board for Community and Technical Colleges, the Running Start (RS) program allows eleventh and twelfth grade high school students to take college-level courses tuition-free. In 1992-93, the first full year of statewide implementation, approximately 3,508 students participated in the program, while that number increased to over 8,600 students by 1995-96. Research indicates that 59% of the 1995-96 RS students were female, 14% were students of color, the average credit load taken by the students was 9-10 credits per quarter, and the students' average grade point average (GPA) was 2.8. The 400 RS students who transferred to the University of Washington during fall 1995 had an average GPA of 3.03 and averaged 15 credits per quarter. Since K-12 funds are used to pay for the students in both their high school and college, RS saved Washington taxpayers approximately \$14.1 million in 1995-96 and saved participants \$6.6 million in college tuition costs. In response to K-12 administrators' concerns over the shift of funds and students from high school advanced placement programs to the RS program, the Board has recommended an increase of \$3.6 million for the 1997 budget to help affected districts. Finally, in fall 1997 a plan will be implemented to reduce the high school credit awarded for completion of college coursework. Data on RS enrollments and RS students entering the University of Washington are attached. (TGI)

**ED 409 048** JC 970 363

**Community and Technical College High School Partnerships.**

Washington State Board for Community and Technical Colleges, Olympia.

Pub Date—Nov 96

Note—22p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Advanced Placement Programs, \*Articulation (Education), \*College Bound Students, \*College School Cooperation, Community Colleges, \*Cooperative Programs, Dual Enrollment, \*Educational Practices, \*High School Students, High Schools, State Surveys, Tech Prep, Technical Institutes, Two Year Colleges

Identifiers—\*Washington Community and Technical Colleges

Since 1990, education reform efforts in Washington have encouraged the development of cooperative programs between the state's high schools and community and technical colleges. These programs allow advanced high school students to decrease the amount of time spent earning degrees and include the following efforts: Advanced Placement (AP) courses; the International Baccalaureate Diploma (IBD), a pre-college course of study that meets degree requirements in various national systems; the College in High School (CHS) program, providing college-level courses in high school locations; tech prep efforts; and the Running Start (RS) program, allowing dual enrollment in high school and college courses. To determine the current status of cooperative programs in the state, surveys were sent to all 32 community and technical colleges in fall

1996. Results indicated that: (1) all 32 institutions awarded credit to AP students; (2) 12 colleges offered college-level courses at high school locations through the CHS program; (3) 5 colleges accepted participants in the IBD program for advanced placement in college-level programs; (4) all 32 colleges reported involvement with the tech prep efforts; and (5) all 32 colleges enrolled students in the RS program, which is required by state law. Other cooperative programs and services cited by respondents included drop-out recovery programs, business education articulation, in-service training courses for K-12 staff, and joint planning processes. The survey questions with results are appended. (TGI)

**ED 409 049** JC 970 364

Naumer, Jan, Ed.

**Intercom: Newsletter of the Learning Resources Association of the California Community Colleges, 1996-1997.**

Learning Resources Association of California Community Colleges, Suisun.

Pub Date—97

Note—29p.; Published three times a year (October, February, May).

Journal Cit—Intercom; v32 n1-3 Oct 1996-May 1997

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*College Libraries, \*Community Colleges, Educational Technology, \*Internet, \*Learning Resources Centers, Newsletters, Search Strategies, State Aid, Two Year Colleges

Identifiers—\*Learning Resources Assn of the California Com Colls

This newsletter provides current information on the state of learning resources centers and libraries in California community colleges. The October 1996 issue provides the LRACCC's annual report for 1995-96, describing the Association's membership, publications, budget, and activities for the year. This issue also includes newsbriefs from 12 community colleges describing events and changes at the colleges' libraries and learning resources centers. The February 1997 issue presents "A Short and Easy Intro to the Internet," by Russell Fischer, providing basic information on the Internet related to getting connected, available services, useful tools, and potential uses. The May 1997 issue presents "Moving from Surfing to Searching: Time-Saving Tools and Strategies," by Brenda Jones, Jan Naumer, and Linda Winters, describing technical tips, search strategies, and time-saving software for navigating the Internet. This issue also presents a map of the multi-agency library managed by the College of the Desert and Palm Desert Public Library and newsbriefs from eight colleges. Each issue also includes lists of members and corporate partners, a calendar of events, and announcements of LRACCC publications. (BCY)

**ED 409 050** JC 970 366

Baker, Ron

**Strategic Plan of the Oregon Community Colleges for Distance Learning.**

Oregon Community Colleges, Salem.

Pub Date—Jun 97

Note—49p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Access to Education, Community Colleges, \*Distance Education, Educational Needs, Educational Technology, Guidelines, \*Organizational Objectives, Program Development, Program Implementation, \*Statewide Planning, \*Strategic Planning, Two Year Colleges

Identifiers—\*Oregon Community College System

Developed jointly by Oregon's 17 community college presidents and the state Office of Community College Services, this strategic plan is designed to establish a common vision, define strategic directions, and identify implementation strategies for the coordinated delivery of distance learning (DL) ser-

vices throughout Oregon's community colleges. Following an executive summary and prefatory material, an introduction describes the purpose and context of the plan, presents the problem statement guiding the plan's development, and reviews the mission and values of the state's community colleges and their vision for DL. The second section presents background information on DL, including discussions of its present status nationwide and trends in other states, while the third section focuses on DL in Oregon community colleges, including information on its present status in the state, modes and technologies used, degrees and curricula offered, and existing partnerships. The next section presents policy issues and considerations related to the establishment of the Host/Provider Framework, which outlines a funding/operational model for college participation in DL; DL resources, service, roles, and responsibilities; instructional considerations; student and instructional services considerations; and library services. The final section provides nine findings and nine recommendations for implementing DL. Contains 12 references. Appendixes provide a graphical representation of the host/provider framework, a glossary, a discussion of principles of good practice, host and provider implementation guidelines, and lists of advisory committee and support team members. (HAA)

**ED 409 051** JC 970 367

Platt, Gail M

**Planning 1997-98, Progress 1996-97. Annual Report.**

South Plains Coll., Levelland, TX. Learning Center.

Pub Date—May 97

Note—22p.

Available from—Office Manager, The Learning Center, South Plains College, Box 129, Levelland, TX 79336 (\$10; money order preferred).

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Community Colleges, \*Curriculum Development, \*Educational Technology, Instructional Effectiveness, \*Learning Resources Centers, Objectives, Outcomes of Education, Program Effectiveness, \*Remedial Programs, Remedial Reading, Two Year Colleges

Identifiers—South Plains College TX

Established in fall 1980, The Learning Center at South Plains College, in Texas, is designed to provide assistance to students seeking specialized services, offering developmental and college-level courses, peer-tutoring, computer-aided instruction, learning opportunities, and learning assessments. This annual report describes instructional activities, curriculum, faculty, equipment and facilities, and the accomplishments of students who received services through the Center during 1996-97, as well as goals and plans through 1998. The first section presents a detailed report of outcomes for 1996-97 for the following seven performance measures: (1) students, indicating that 13,287 student contacts were recorded for fall 1996 amounting to an unduplicated count of 2,420 students; (2) curriculum, describing proposed changes and faculty involvement in curriculum development; (3) instruction, indicating that on fall 1995 evaluations Center instructors received a mean rating of 4.6 on a 5-point scale; (4) faculty, describing professional development activities; (5) physical facilities, reviewing needs for additional technology; (6) intra-institutional relationships, describing cooperation with the college library and business office; and (7) external relationships, describing specific efforts to work with area high schools and organizations. Next, a progress report is provided on the seven goals in the Center's 1996-97 planning statement and goals developed for 1997-98 are presented for the seven performance measures. A course evaluation instrument and tables of outcomes for students who received reading remediation at the Center are attached. (HAA)

ED 409 052

JC 970 368

Sworder, Steve

**Evaluation of Intermediate Algebra Prerequisite Enforcement at Saddleback College.**  
Saddleback Community Coll., Mission Viejo, Calif.

Pub Date—97

Note—26p.

Pub Type—Collected Works - General (020) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, \*Algebra, \*College Mathematics, Community Colleges, Comparative Analysis, \*Grades (Scholastic), \*Prerequisites, Program Effectiveness, \*Required Courses, Success, Two Year College Students, Two Year Colleges

In fall 1996, California's Saddleback Community College began enforcing a prerequisite mathematics course for the college's Algebra (Math 8), Statistics (Math 10), and Trigonometry (Math 124) series. The 11 memoranda collected in this report present results from a study of the effects of enforcing the prerequisite on successful completion of the three subsequent courses. Data are presented on the following topics: (1) successful completion rates in Math 8, 10, and 124 in fall 1996, compared to pre-enforcement rates in fall 1994 and fall 1995; (2) methods used by students to meet the prerequisite in fall 1996; (3) course completion rates by the method used to fulfill the prerequisite; (4) the relationships between the grade received in the prerequisite course and the subsequent math course chosen, successful completion in the subsequent course, and the number of previous attempts at the course or higher level courses; (5) for individual sections of Math 8, 10, and 124, differences in average grade received in the prerequisite course for students who completed the course at the college; (6) whether the rate of success in subsequent courses declined as the time since the completion of the prerequisite increased; (7) whether success rates declined over time for students who satisfied the prerequisite by passing an exam; (8) the relationship between scores on the prerequisite exam and success rates in Math 8, 10, or 124; and (9) the high school of origin for students fulfilling the prerequisite while in high school. (TGI)

ED 409 053

JC 970 369

Dickmeyer, Nathan Meeker, Bradley

**Comparative Financial Statistics for Public Two-Year Colleges: FY 1994 Peer Groups Sample.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Spons Agency—Association of Community Coll. Trustees, Annandale, Va.; National Center for Education Statistics (ED), Washington, DC.; American Association of Community Colleges, Washington, DC.

Pub Date—Apr 95

Note—87p.; For a related report containing national quartiles, see JC 970 370; for the peer and national reports for 1993, see ED 370 618-619.

Available from—National Association of College and University Business Officers, One Dupont Circle, N.W., Suite 500, Washington, DC 20036-1178 (\$50; \$40, members).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Colleges, Comparative Analysis, \*Educational Finance, Enrollment, \*Expenditure per Student, Expenditures, Financial Support, \*Instructional Student Costs, National Norms, National Surveys, \*Peer Institutions, \*Public Colleges, Tables (Data), Teacher Student Ratio, \*Two Year Colleges

Comparative financial information derived from a national sample of 427 two-year colleges is presented in this report for fiscal year 1993-94, including data for the national sample and 6 groups of peer institutions. The first section provides introductory information on the annual study, reviewing the objectives of the study and potential uses of findings, while the second describes limitations of

the study with respect to data extrapolation and institutional comparability and explains calculations and definitions. The next sections provide a table of institutional participation by state and region and guidelines for developing comparative analyses regarding institutional revenues, expenditures, staffing, outcomes ratios, and student characteristics. The next two sections provide data on revenues by source and expenditures by function for the national sample, multi-campus districts, and single-college districts by peer group, presenting tables for credit full-time equivalent (FTE) students and credit and noncredit FTE students. Staffing is then addressed, presenting data on credit FTE students per FTE staff, unduplicated student headcount per FTE staff, and FTE staff and part-time staff as a percentage of FTE staff. Next, selected ratios showing staffing patterns, service areas, appropriations, space and scholarships per student, and budgetary and physical plant information are provided. Finally, data are provided on student characteristics for the national sample, multi-college districts, and the peer groups. Appendixes provide additional information on methodology, the questionnaire, a list of participating colleges/peer groups, and a user's survey for rating the report. (BCY)

ED 409 054

JC 970 370

Dickmeyer, Nathan Meeker, Bradley

**Comparative Financial Statistics for Public Two-Year Colleges: FY 1994 National Sample.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Spons Agency—American Association of Community Colleges, Washington, DC.; Association of Community Coll. Trustees, Annandale, Va.; National Center for Education Statistics (ED), Washington, DC.

Pub Date—Apr 95

Note—47p.; For a related report, see JC 970 369.

Available from—National Association of College and University Business Officers, One Dupont Circle, N.W., Suite 500, Washington, DC 20036-1178 (\$25; \$20, members).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Budgets, Community Colleges, Comparative Analysis, \*Educational Finance, Enrollment, \*Expenditure per Student, Expenditures, \*Instructional Student Costs, National Norms, National Surveys, \*Public Colleges, Questionnaires, School Personnel, School Statistics, Statistical Analysis, \*Student Characteristics, Tables (Data), Teacher Student Ratio, Trend Analysis, \*Two Year Colleges

Based on responses by 427 public two-year colleges in the United States to two surveys, this report provides comparative financial information for fiscal year 1993-94. The report provides space for colleges to compare their institutional statistics with national sample medians, quartile data for the national sample, and tables and graphs of findings. The first section presents background information on the annual study of two-year college finances, discussing objectives of the study and the potential uses of findings. The second section reviews limitations of the study and explains the study methodology, including a section attempting to dispel the myth of the "typical" institution and sections on calculations; interpretation of proportions, medians, and quartiles; means; and definitions of terms. Following a table showing participation by state and region, the next sections present national data on revenues per credit full-time equivalent (FTE) student and expenditures per credit FTE student, including selected expenditure ratios. Finally, data are provided on the numbers of credit FTE students per FTE staff and part-time FTE staff; student characteristics (i.e., credit units enrolled, hours attended, and class level); and mean class size. Appendixes include a list of participating colleges and their peer group classification and a user's survey for rating the report. (HAA)

ED 409 055

JC 970 371

Meeker, Bradley

**Comparative Financial Statistics for Public Two-Year Colleges: FY 1995 Peer Groups Sample.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Spons Agency—American Association of Community Colleges, Washington, DC.; Association of Community Coll. Trustees, Annandale, Va.; National Center for Education Statistics (ED), Washington, DC.

Pub Date—May 97

Note—83p.; For a related report containing national quartiles, see JC 970 372; for the peer and national reports for 1994, see JC 970 369-370.

Available from—National Association of College and University Business Officers, One Dupont Circle, N.W., Suite 500, Washington, DC 20036-1178 (\$50; \$40, members).

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Colleges, Comparative Analysis, \*Educational Finance, Enrollment, \*Expenditure per Student, Expenditures, Financial Support, \*Instructional Student Costs, National Norms, National Surveys, \*Peer Institutions, \*Public Colleges, Tables (Data), Teacher Student Ratio, \*Two Year Colleges

Comparative financial information derived from a national sample of 405 two-year colleges is presented in this report for fiscal year 1994-95, including data for the national sample and for 6 groups of peer institutions. The first section provides introductory information on the annual study, discussing the study sample and the use of study findings, while the second describes limitations of the study with respect to data extrapolation and institutional comparability and explains calculations and definitions. The next section provides a table of institutional participation by state and region, followed by guidelines for developing comparative analyses related to institutional revenues, expenditures, staffing, outcomes ratios, and student characteristics. The next two sections provide data on revenues by source and expenditures by function for the national sample, multi-campus districts, and single-college districts by size (i.e., peer group), presenting tables for credit full-time equivalent (FTE) students and credit and noncredit FTE students. Staffing is then addressed, presenting data on credit FTE students per FTE staff, unduplicated student headcount per FTE staff, and FTE staff and part-time staff as a percentage of FTE staff. Next, selected ratios showing staffing patterns, service areas, appropriations, space and scholarships per student, and budgetary and physical plant information are provided. Finally, data are provided on student characteristics for the national sample, multi-campus districts, and peer groups. Appendixes provide additional information on methodology, the questionnaire, and a list of participating colleges/peer groups. (BCY)

ED 409 056

JC 970 372

Meeker, Bradley

**Comparative Financial Statistics for Public Two-Year Colleges: FY 1995 National Sample.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Spons Agency—American Association of Community Colleges, Washington, DC.; Association of Community Coll. Trustees, Annandale, Va.; National Center for Education Statistics (ED), Washington, DC.

Pub Date—Dec 96

Note—43p.; For a more detailed report, see JC 970 371; for the peer and national reports for 1994, see JC 970 369-370.

Available from—National Association of College and University Business Officers, One Dupont Circle, N.W., Suite 500, Washington, DC



20036-1178 (\$30; \$25, members).  
 Pub Type—Numerical/Quantitative Data (110) —  
 Reports - Research (143)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Budgets, Community Colleges, Comparative Analysis, \*Educational Finance, Enrollment, \*Expenditure per Student, Expenditures, \*Instructional Student Costs, National Norms, National Surveys, \*Public Colleges, School Personnel, School Statistics, Statistical Analysis, \*Student Characteristics, Tables (Data), Teacher Student Ratio, Trend Analysis, \*Two Year Colleges

Based on responses by 405 public two-year colleges in the United States to 2 surveys, this report provides comparative financial information for fiscal year 1994-95. The report provides space for colleges to compare their institutional statistics with national sample medians, quartile data for the national sample, and tables and graphs of findings. The first section presents background information on the annual study of two-year college finances, discussing objectives of the study and the potential uses of findings. The second section reviews limitations of the study and explains the study methodology, including a section attempting to dispel the myth of the "typical" institution and sections on calculations; interpretation of proportions, medians, and quartiles; means; and definitions of terms. Following a table showing participation by state and region, the next sections present national data on revenues per credit full-time equivalent (FTE) student and expenditures per credit FTE student, including selected expenditure ratios. Finally, data are provided on the numbers of credit FTE students per FTE staff and part-time FTE staff; student characteristics (i.e., credit units enrolled, hours attended, and class level); and mean class size. Appendix includes a list of participating colleges and their peer group classification. (HAA)

**ED 409 057** JC 970 373

Petrowsky, Michael C.

**Using the Test of Understanding in College Economics (TUCE III) To Evaluate GCC's Macroeconomics Course: An Analysis and Subsequent Assessment.**

Glendale Community Coll., Ariz.

Pub Date—Jun 97

Note—58p.; For a related document on microeconomics, see JC 970 374.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Achievement Gains, Community Colleges, \*Course Evaluation, \*Macroeconomics, Pretests Posttests, Scores, \*Standardized Tests, Test Selection, Test Validity, \*Testing Problems, Two Year Colleges

Identifiers—Glendale Community College AZ, \*Test of Understanding in College Economics

In spring 1996, Arizona's Glendale Community College (GCC) undertook an evaluation of an introductory macroeconomics course using the national Test of Understanding in College Economics (TUCE III). Specifically, the study sought to determine how GCC student outcomes compared to national results on the TUCE III and if the college's macroeconomics course made a statistical difference on student scores between the pre-course and post-course tests. The TUCE III pre-test was administered to students in three sections of the macroeconomic course during the first week of class, while the post-test was administered as a final exam. Study results, based on outcomes for 63 students who took both the pre- and post-tests, included the following: (1) the mean pre-test score for GCC students was 8.96, very close to the national norm of 9.18; (2) the mean score on the post-test for GCC students was 13.57, indicating that the course did make a significant difference in student TUCE III scores; (3) GCC students' mean post-test score was also not significantly different from the national mean of 14.31; and (4) although the TUCE III was found to provide valuable data, it was recommended that it not be used on a regular basis at GCC due to issues related to grading, the underrepresentation of community colleges in the national sample, and other issues. The test instru-

ment, national pre- and post-test results, tables of score comparisons, and an examiners manual are appended. (TGI)

**ED 409 058** JC 970 374

Petrowsky, Michael C.

**Using the Test of Understanding in College Economics (TUCE III) To Evaluate GCC's Microeconomics Course: An Analysis and Subsequent Assessment.**

Glendale Community Coll., Ariz.

Pub Date—Jun 97

Note—52p.; For a related document on macroeconomics, see JC 970 373.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Achievement Gains, Community Colleges, \*Course Evaluation, \*Microeconomics, Pretests Posttests, Scores, \*Standardized Tests, Test Selection, Test Validity, \*Testing Problems, Two Year Colleges

Identifiers—Glendale Community College AZ, \*Test of Understanding in College Economics

In spring 1996, Arizona's Glendale Community College (GCC) undertook an evaluation of a microeconomics course using the national Test of Understanding in College Economics (TUCE III). Specifically, the study sought to determine how GCC student outcomes compared to national results on the TUCE III and if the microeconomics course made a statistical difference on student scores between the pre-course and post-course tests. The TUCE III pre-test was administered to students in two sections of the microeconomic course during the first week of class, while the post-test was administered as a final exam. Study results, based on outcomes for 30 students who took both the pre- and post-tests, included the following: (1) the mean pre-test score for GCC students was 10.70, significantly below the national norm of 12.35; (2) the mean score on the post-test for GCC students was 16.10, indicating that the course did make a significant difference in student TUCE III scores; (3) GCC students' mean post-test score was also not significantly different from the national mean of 16.67; and (4) although the TUCE III was found to provide valuable data, it was recommended that it not be used on a regular basis at GCC due to issues related to grading, the underrepresentation of community colleges in the national sample, and other issues. The test instrument, national pre- and post-test results, tables of score comparisons, and an examiners manual are appended. (TGI)

**ED 409 059** JC 970 375

Lee, Marcia M.

**Freshman Students Survey, Westchester Community College, 1996.**

Westchester Community Coll., Valhalla, NY. Office of Institutional Research and Planning.

Pub Date—Apr 97

Note—10p.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Community Colleges, \*Enrollment Trends, Full Time Students, \*Hispanic Americans, Part Time Students, School Demography, \*Student Characteristics, \*Two Year College Students, Two Year Colleges

Identifiers—Hispanic American Students, Westchester Community College NY

In 1996, New York's Westchester Community College undertook a study of changes in the demographic characteristics of the college's student body, focusing on an increase in enrollment of Hispanic students in fall 1996. Data were gathered through the American College Testing Freshman Survey administered to 776 first-time students in 46 English composition, literature, remedial English, and basic writing classes in fall 1996. Study findings included the following: (1) among full-time students, 19.1% reported being of Hispanic background, 22.3% reported that English was not their native tongue, and 77.2% were under 20 years of age; (2) among part-time students, 22.2% reported being of Hispanic background, 30.3% reported that English was not their native tongue, and 31.8% were over 30 years of age; (3) part-time students

had a higher percentage of Black and Asian students than full-time students; (4) among students who transferred from another institution, 21.6% reported being of Hispanic background, 26.9% reported that English was not their native tongue, 41.5% were between the ages of 20 and 25, and 40.1% were over 25; and (5) it is expected that the increase of Hispanic students will require special student services, teaching techniques, and courses. (TGI)

**ED 409 060** JC 970 377

Russell, Suzi

**RSC Continuing Education (Non-Credit) Students Who Matriculate to RSC College Credit Coursework, June 1997, Fifth Edition.**

Rancho Santiago Community Coll., Santa Ana, CA. Office of Research, Planning, and Resource Development.

Pub Date—Jun 97

Note—43p.; Table 5 printed on colored paper.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Academic Persistence, \*Community Colleges, \*Credit Courses, Enrollment, \*Enrollment Trends, \*Grades (Scholastic), Noncredit Courses, \*Student Characteristics, Success, Tables (Data), Two Year College Students, Two Year Colleges

Identifiers—Rancho Santiago College CA

Since fall 1994, California's Rancho Santiago College (RSC) has regularly conducted studies to identify former continuing education (CE) students currently enrolled in credit courses and to determine their academic progress. The four sets of tables in this report provide data as of fall 1996 on former CE students' characteristics, persistence to subsequent semesters, test scores, and grades. Highlighted findings include the following: (1) 806 former CE students matriculated in fall 1996; (2) 45% of these students were Latino and another 35% were Asian; (3) 56% had completed between 11 and 30 units, 35% had completed between 1 and 10 units, and fully 18% had completed no units; (4) of the 453 former CE students who were new to credit courses in spring 1996, 49% persisted to fall 1996; (5) for the 1,045 former CE students who took composition assessment tests between fall 1993 and fall 1996, 76% were placed into the lowest level English course; (6) former CE students comprised 6% of the college credit enrollment in fall 1996 and accounted for 24,658 course enrollments over the 7 semesters between fall 1993 and fall 1996; and (7) 64% of these 24,658 credit enrollments resulted in a passing or credit grade. (HAA)

**ED 409 061** JC 970 378

**A Comparison of SPJC Graduates, 1995-96 vs. 1990-91.**

Saint Petersburg Junior Coll., FL. Office of Institutional Research.

Pub Date—11 Jun 97

Note—6p.

Journal Cit—Research Brief; v6 n7 Jun 1997

Pub Type—Collected Works - Serials (022)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Associate Degrees, \*Attendance Patterns, \*College Graduates, College Outcomes Assessment, Community Colleges, Comparative Analysis, Program Effectiveness, \*Remedial Programs, Two Year College Students, Two Year Colleges

Identifiers—Saint Petersburg Junior College FL

In 1997, Florida's St. Petersburg Junior College (SPJC) conducted a study to determine whether students who needed remediation completed their degree programs and, if so, the time that they took to complete their program. The academic records of students who graduated in summer 1995, fall 1995, and spring 1996 were analyzed, with findings compared to a similar, September 1991 study of graduates from summer 1990, fall 1990, and spring 1991. Study findings included the following: (1) 2,652 graduates received associate degrees in 1995-96, down from 2,745 in 1990-91; (2) 53.3% of the 1995-96 graduates had enrolled in one or more college preparatory class during their tenure at SPJC,

compared to only 43.1% of the 1990-91 graduates; (3) for all 1995-96 graduates, 59.4% (n=1,576) completed the degree requirements in 9 semesters or fewer, compared to 75.3% of those who did not require remedial classes and 45.5% of those who did; (4) for all 1990-91 graduates, 62.9% (n=1,727) completed degree requirements in 9 semesters or fewer, compared to 71.3% of those not requiring remediation and 51.8% of those who enrolled in at least one college preparatory class; and (5) between 1990-91 and 1995-96, the percentage of graduates requiring remediation who took 13 or more semesters to graduate increased from 16.8% to 27.3%. (HAA)

**ED 409 062** JC 970 379

Nazareno, Remedios Gavarra, Mary Anne

**Full-Time Equivalent Student (FTES) Data**

**Abstract, 1991-1996.**

Los Angeles Community Coll. District, CA. Office of Research, Planning and Development.

Pub Date—May 97

Note—129p.; Title page varies.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price — MF01/PC06 Plus Postage.**

Descriptors—Community Colleges, Credit Courses, Day Students, \*Enrollment, \*Enrollment Rate, \*Enrollment Trends, Evening Students, \*Full Time Equivalency, Multicampus Districts, \*Student Characteristics, Tables (Data), Two Year College Students, Two Year Colleges Identifiers—\*Los Angeles Community College District CA

This report provides longitudinal data on full-time equivalent students (FTES) in the nine colleges and Instructional Television program of the Los Angeles Community College District, covering the period from 1991 to 1996. Following a glossary and description of the methodology used to calculate FTES, the report presents five sets of tables showing districtwide and individual college/program data on annual FTES by semester; annual FTES composition (i.e., noncredit, credit, Greater Avenues for Independence (GAIN), GAIN and basic skills, basic skills excluding GAIN, Amnesty, and Amnesty and basic skills students); percentage breakdowns of annual FTES by these seven categories; annual FTES by day/evening status; and annual FTES by resident/nonresident status. Selected data include the following: (1) annual FTES in the district decreased from 71,466.33 in 1991-92 to 64,896.21 in 1994-95, and then rose slightly to 66,049.93 in 1995-96; (2) in 1995-96, credit weekly student contact hours accounted for 82.93% of annual FTES, while noncredit students accounted for 1.86%, GAIN students accounted for 1.26%, and Amnesty students accounted for 0.7%; and (3) in 1995-96, 42,560.46 of the annual FTES districtwide were day students and 2,137.44 were nonresidents, the lowest number of nonresident FTES for the 5-year period studied. (HAA)

**ED 409 063** JC 970 380

Kelly, Dexter And Others

**Annual Information Digest, Los Angeles Community Colleges, 1995-1997.**

Los Angeles Community Coll. District, Calif. Educational Services Div.

Pub Date—Jun 97

Note—120p.; For the 1992-94 report, see ED 375 890.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price — MF01/PC05 Plus Postage.**

Descriptors—\*Academic Achievement, College Transfer Students, Community Colleges, \*Educational Finance, \*Enrollment Trends, \*Institutional Characteristics, Minority Groups, Multicampus Districts, School Demography, School District Spending, \*School Personnel, \*Student Characteristics, Tables (Data), Two Year College Students, Two Year Colleges Identifiers—\*Los Angeles Community College District CA

Providing historical data up to 1996-97 on the nine colleges in the Los Angeles Community College District (LACCD), this statistical digest presents tables and graphs on student characteristics,

enrollment trends, instructional programs, student performance and articulation, special services, and fiscal and personnel resources. Selected district findings include the following: (1) after declining steadily between 1991 and 1995, district enrollment increased slightly in fall 1996 to 98,645; (2) the percentage of female students increased steadily from 44% in 1972 to 57.9% in 1996; (3) in 1996, 40,999 students were Hispanic, 22,186 were White, 17,333 were Black, and 14,859 were Asian; (4) between 1975 and 1985, district weekly student contact hours underwent a 40% decline and, after a partial recovery by 1991, again declined between 1991 and 1996; (5) both day and evening within-class retention rates districtwide were 76%, varying little since the mid-1980s; (6) in 1995-96, 4,560 associate degrees and 1,439 certificates were awarded; (7) the number of disabled students served increased following 1990 federal legislation on handicapped access, with 5,040 disabled students being served in 1995-96; and (8) district general fund income in 1995-96 was 23% lower than the 1979-80 level in constant dollars. Includes a district map and a glossary of terms. (HAA)

**ED 409 064** JC 970 381

Fenter, Glen F. And Others

**Maximizing the Consultant Component of Evaluation Visits for Candidacy Institutions.**

Pub Date—Apr 97

Note—6p.; Paper presented at the Annual Conference of the North Central Association of Colleges and Schools (102nd, Chicago, IL, April 19-22, 1997).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Accreditation (Institutions), \*College Planning, Community Colleges, \*Consultants, \*Consultation Programs, Organizational Development, \*School Visitation, \*Self Evaluation (Groups), Two Year Colleges

In February 1995, Arkansas' Mid-South Community College was granted initial candidacy status for accreditation with the North Central Association (NCA). Following the evaluation visit, college personnel realized that they had been overly concerned about achieving immediate satisfaction of the NCA's General Institutional Requirements and Criteria for accreditation and not sufficiently prepared to benefit from the visit. Therefore, for a second evaluation visit in November 1996 for continued candidacy, the college developed a formative approach to evaluation that focused on the candidacy process as one of learning and growth to refine and fulfill the college's mission. One of the key elements of this approach were efforts made to gain the NCA evaluators help in determining ways to address problems identified during the visit. Self-study committee chairs, faculty, and administrators identified specific topics to discuss with the evaluators, related to how well the college had addressed previous problem areas and strategies for using assessment data in effecting curricular and instructional improvements. Two NCA evaluators acted as consultants to the college, charging the NCA per diem rate and undertaking a "mock" visit prior to the second evaluation visit. In using such an approach, the college leadership should set a positive tone for the process and encourage all constituencies to be open and candid in conversations with visit team members. (HAA)

**ED 409 065** JC 970 382

Hopper, Peggy F. And Others

**Success Rate of Developmental vs. Nondevelopmental Students in Freshmen College Level English.**

Pub Date—97

Note—20p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Basic Writing, Community Colleges, Comparative Analysis, \*Developmental Studies Programs, \*English Instruction, \*Freshman Composition, \*Outcomes of Education, Program Effectiveness, \*Remedial In-

struction, Remedial Programs, Tables (Data), Two Year Colleges, Withdrawal (Education)

Research has found evidence for the validity of remedial and developmental English courses in preparing students to pass freshman-level English courses. To determine whether similar validity could be demonstrated for remedial and developmental English courses at Tennessee's Walters State Community College, the percentage of former remedial and developmental English students who passed freshman English Composition 1010 in fall 1993 was compared to the percentage of nondevelopmental English 1010 students who passed. Results indicated that there was a statistically significant difference in percentages of developmental and nondevelopmental students who passed, with 70% of the 357 developmental students and 80% of the 460 nondevelopmental students passing. However, 17% of the developmental students withdrew or took incompletes, compared to 10% of the nondevelopmental students. The study found no statistically significant differences in the pass and fail performance of the two groups when withdrawals and incomplete grades were dropped from consideration. When only pass and fail categories were evaluated, the two groups performed in a statistically similar fashion. Descriptions of developmental English courses at the college and data tables are appended. (Author/HAA)

**ED 409 066** JC 970 383

Kintzer, Frederick C.

**Articulation and Transfer: Critical Contributions to Lifelong Learning.**

Pub Date—97

Note—19p.

Pub Type—Information Analyses (070)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Articulation (Education), College Role, \*College Transfer Students, Community Colleges, Credits, \*Experiential Learning, \*Lifelong Learning, \*Transfer Programs, \*Two Year Colleges, Vocational Education

Articulation can be understood as the processes and relationships involved in the vertical and lateral movement of students throughout a formal education system. Transfer, or the mechanics of credit, course, and curriculum exchange, is one process of articulation, while lifelong learning incorporates experiential learning and continuing education units into articulation policies and strategies. Short-cycle institutions, known variously as community colleges, polytechnic institutions, or institutes of technology, play a significant role in linking lower and higher education. These institutions are instrumental in the horizontal and vertical transfer of students, including regular academic transfers, stopouts, adults interested in lifelong learning or transferring credits from work experience, and underprepared students. Four types of transfer agreements exist between institutions: formal and legally based guidelines and policies, special statewide agreements on vocational-technical credit transfer, state system policies, and voluntary agreements among systems or individual institutions. Assessment procedures for experiential learning, including the use of student portfolios, have been developed, although procedures for exchanging such credits have been slow to develop due to the volume and diversity of such experiences. Although it is difficult to forecast the future of articulation, it is likely that programs will have to adapt to new student populations, the growth of business-sponsored training programs, new technologies, and declining funding. Contains 21 references. (HAA)

**ED 409 067** JC 970 384

Baker, Beryl I. Meadows, Mark

**Two-Year College Students and Date Rape: An Empowerment Model.**

Pub Date—97

Note—10p.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Attitude Change, Community Colleges, Community Resources, \*Consciousness Raising, \*Crime Prevention, Participant Satisfaction, \*Rape, \*Student Empowerment, \*Two

Year College Students, Two Year Colleges, Volunteers, Workshops  
 Identifiers—\*Date Rape

In 1990, Georgia's DeKalb College initiated a program of date rape prevention (DRP) workshops in response to statistics that show: (1) over 50% of all entering freshmen and 55% of all women are enrolled in community, technical, and junior colleges; and (2) 50% of rape victims will know the perpetrator. The workshop initiative sought to raise consciousness, provide rape prevention information, and foster the use of community and campus resources. Specifically, the workshops were designed to provide students with opportunities to engage in role plays and discussions regarding sexual assault scenarios, incorporating panels of key presenters, staff and student volunteers, and campus protective services officers. Other standard features of the workshops included publicity packets, printed materials from presenters, bibliographies of items on date rape in the college library, and a program evaluation. The majority of respondents to the evaluations indicated that the program was either very helpful or helpful, while suggestions for future workshop topics included more date rape, child abuse, incest, male rape, interracial dating, Acquired Immune Deficiency Syndrome, and eating disorders. Both male and female students indicated that they had not been previously aware of the fact that some dating incidents were, in fact, rape. Since 1992, date rape workshops have been included periodically in the college's orientation program and workshop schedule (HAA)

**ED 409 068** JC 970 385

**A Review of the Proposed Watsonville Center—An Educational Center of the Cabrillo Community College District. Commission Report 97-3.**

California State Postsecondary Education Commission, Sacramento.

Pub Date—Jun 97  
 Note—45p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Access to Education, Community Colleges, \*Education Service Centers, \*Educational Facilities Planning, Educational Needs, \*Facility Requirements, Guidelines, Hispanic Americans, School Expansion, \*Site Analysis, Two Year Colleges

Identifiers—Cabrillo Community College District CA

This three-part report presents the recommendations of the California Postsecondary Education Commission on a proposal to grant official educational center status to the Watsonville Center, an educational facility operated by California's Cabrillo Community College District (CCCD) in the City of Watsonville. Part 1 provides the Commission's conclusions and recommendations, indicating that, based on a needs study for center conducted by the CCCD and Commission guidelines, the Center should be granted official status. Part 2 offers background information on the proposal, including discussions of statutory requirements for new educational campuses; general characteristics of the CCCD; the need for the Center, indicating that the District's college in Aptos does not meet the needs of the predominantly Hispanic and agricultural-based population of Watsonville; and procedures for reviewing proposals. Part 3 provides an analysis of the proposal, including an overview of the commission's findings related to the following criteria: sufficient enrollment projections, a consideration of programmatic and geographic alternatives, a plan to serve disadvantaged students and ensure access to the center, sound academic planning, projected budgets, analyses of the environmental and social impact, likely effects on other educational institutions, and economic efficiency. Detailed guidelines for review of proposed educational institutions are appended. Maps of the CCCD service area, regional topography, and the existing center are included. (HAA)

**ED 409 069** JC 970 386

**A Review of the Proposed Academy of Entertainment and Technology—An Educational**

**Center of the Santa Monica Community College District. Commission Report 97-4.**  
 California State Postsecondary Education Commission, Sacramento.

Pub Date—Jun 97  
 Note—71p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Animation, Community Colleges, \*Computer Graphics, \*Education Service Centers, \*Educational Facilities Planning, Educational Needs, \*Facility Requirements, Film Industry, Guidelines, \*Labor Needs, School Expansion, \*Site Analysis, Two Year Colleges  
 Identifiers—\*Digital Technology, Santa Monica Community College District CA

This three-part report presents the recommendations of the California Postsecondary Education Commission on a proposal to grant official educational status to the Academy of Entertainment and Technology, a digital media training center operated by the Santa Monica Community College District (SMCCD). Part 1 provides the Commission's conclusions and recommendations, indicating that based on Commission guidelines the Academy should be granted official status. Part 2 offers background information on the proposal, including discussions of statutory requirements for new educational campuses; the origins and unique nature of the proposal, indicating that it resulted more from efforts to meet the training needs of the burgeoning digital media industry in Los Angeles than efforts to increase educational access; the physical layout of the facility; and procedures for reviewing proposals. Part 3 provides an analysis of the proposal, including an overview of the commission's findings related to the following criteria: sufficient enrollment projections, a consideration of programmatic and geographic alternatives, adequate plans to serve disadvantaged students and ensure access, sound academic planning, projected budgets, analyses of the environmental and social impacts, the likely effects on other educational institutions, and economic efficiency. Detailed guidelines for review of proposed educational institutions, a list of advisory board members, a tentative curriculum, and letters of support are appended. (HAA)

**ED 409 070** JC 970 387

**A Review of the Proposed North County Center in Paso Robles—An Educational Center of the San Luis Obispo County Community College District. Commission Report 97-5.**

California State Postsecondary Education Commission, Sacramento.

Pub Date—Jun 97  
 Note—62p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Access to Education, Community Colleges, \*Education Service Centers, \*Educational Facilities Planning, Educational Needs, \*Facility Requirements, Guidelines, Rural Areas, School Expansion, \*Site Analysis, Two Year Colleges  
 Identifiers—San Luis Obispo County Comm Coll Dist CA

This three-part report presents the recommendations of the California Postsecondary Education Commission on a proposal by the San Luis Obispo County Community College District (SLOCCCD) to create an educational center in the City of Paso Robles. Part 1 provides the Commission's conclusions and recommendations, indicating that, based on a needs study for center conducted by the SLOCCCD and Commission guidelines, the proposed North County Center should be approved as a permanent educational center. Part 2 offers background information on the proposal, including discussions of statutory requirements for new educational campuses; the origins of the proposal, indicating that the District's single college in San Luis Obispo is at capacity; a general description of the SLOCCCD; and procedures for reviewing proposals. Part 3 provides an analysis of the proposal, including an overview of the commission's findings related to the following criteria: sufficient enrollment projections, a consideration of programmatic and geo-

graphic alternatives, adequate plans to serve disadvantaged students and ensure access to the center, sound academic planning, projected budgets, analyses of the environmental and social impact, likely effects on other educational institutions, and economic efficiency. Detailed guidelines for review of proposed educational institutions and a letter containing enrollment projections are appended. Maps of the SLOCCCD service area and regional topography, driving distances, and population growth are included. (HAA)

**ED 409 071** JC 970 389

**Selected Student Statistics, 1994-95.**

Wisconsin Technical Coll. System Board, Madison.

Pub Date—Jun 97  
 Note—71p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Community Colleges, \*Enrollment, \*Enrollment Trends, Ethnic Groups, \*Full Time Equivalency, School Districts, \*Student Characteristics, Tables (Data), \*Two Year College Students, Two Year Colleges

Identifiers—\*Wisconsin Technical College System

Providing data on headcount enrollment for the Wisconsin Technical College System, this report contains tables of system-wide enrollments, district enrollments, and enrollments by selected student characteristics for 1994-95, as well as historical data from the past 10 years. Following a map of Wisconsin college districts, categories of aid code titles used are defined as college parallel; postsecondary, including associate degree and vocational students; and continuing education, including vocational-adult and community services education. The following tables, showing data by these categories, are then provided: (1) statewide enrollment, 1985-86 through 1994-95; (2) total enrollment by district for 1994-95; (3) full-time equivalent enrollment by district for 1994-95; (4) selected student characteristics, including age, gender, and highest grade completed for 1994-95; (5) selected student characteristics by district for 1994-95; (6) statewide target population enrollment (e.g., students with disabilities, academic or economic disadvantages, and with limited English proficiency) for 1985-86 through 1994-95; (7) target population enrollment by district for 1994-95; (8) statewide enrollment by race/ethnicity for 1985-86 through 1994-95; (9) district enrollment by race/ethnicity for 1994-95; (10) enrollment by county of residence for 1994-95; and (11) student transfers to system districts for 1991-92 through 1994-95. (KP)

**ED 409 072** JC 970 391

*Piuma, Francesca, And Others.*

**Measuring Moving Targets: Assessing General Education and Program Outcomes across the Curriculum.**

Pub Date—Apr 97

Note—27p.; Paper presented at the Annual Conference of the North Central Association Commission on Schools (Tempe, AZ, April 6-9, 1997).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Change Strategies, \*College Outcomes Assessment, \*College Planning, Committees, Community Colleges, \*Curriculum Development, \*General Education, \*Minimum Competencies, Organizational Change, Standards, Technical Education, Two Year Colleges  
 Identifiers—Madison Area Technical College W1

Since 1989, the North Central Association has required accredited institutions to develop programs that assess student academic achievement and reemphasized the role of general education (GE) as a central requirement for degree programs. At Wisconsin's Madison Area Technical College (MATC), these requirements presented four related challenges: dealing with a mission statement that emphasizes employment and technical training; uncertainty over how to add GE components to existing, course-heavy occupational programs; a



lack of consensus on the content and delivery of GE in technical programs; and the perception that the assessment initiative intruded on academic freedom. To respond to these challenges, MATC formed two faculty committees to identify a set of core GE abilities and related indicators and apply the abilities to the college's transfer program, respectively. These two committees were then joined to pilot the new abilities and indicators in six programs. In undertaking this initiative, MATC sought to build upon established assessment practices, rather than start from zero; identify supporters of the initiative early on at the administrative, faculty, and staff levels; legitimize the value of faculty dialogue; develop a college-wide assessment communication plan; and establish an adequate budget. An organizational chart of the initiative, lists of committee responsibilities and planning guidelines, sample course analysis forms, the eight core abilities developed, a chart of six levels of assessment activities, and an implementation timeline are attached. (BCY)

ED 409 073 JC 970 392

Gillett-Karam, Rosemary And Others

**Administrators in North Carolina Community Colleges: A Comparative Study by Gender. Preliminary Report.**

American Council on Education. Women Administrators on North Carolina Higher Education.

Pub Date—May 97

Note—24p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Attitudes, \*Administrator Characteristics, \*Community Colleges, Comparative Analysis, \*Job Satisfaction, Promotion (Occupational), Salaries, \*Sex Differences, State Surveys, Two Year Colleges

Identifiers—North Carolina

As part of a study of the advancement and support of women in administrative positions at institutions of higher education in North Carolina, administrators at the state's community colleges were surveyed in 1996 to determine their characteristics, satisfaction with their careers, and experiences with respect to obstacles and mentors. Surveys were sent to 1,140 administrators, including all 58 presidents, all 258 senior administrators, and samples of managers and non-teaching professionals. Study results, based on an employee database maintained by the state system and responses from 50.4% (n=575) of the employees surveyed, included the following: (1) as of October 1996, 2 of the 58 college presidents and 31.3% of 243 senior administrators were women; (2) among survey respondents, 86% of the women and 85% of the men were Caucasian; (3) 90% of the men were married at the time of the survey, compared to 70% of the women; (4) both male and female respondents were satisfied with their positions, with both groups citing the challenge as the most significant source of job satisfaction; (5) women were more likely than men to cite salary and opportunities for advancement as sources of dissatisfaction; and (6) 52.2% of the women agreed that gender was a barrier to career advancement, while 80% of the men disagreed. The survey instrument is appended. (BCY)

## PS

ED 409 074 PS 023 912

**Head Start in Minnesota. Report to the Legislature.**

Minnesota State Dept. of Economic Security, St. Paul.

Pub Date—Jan 95

Note—38p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Child Health, \*Child Welfare, Childhood Needs, Children, Disabilities, Educational Objectives, Educational Strategies, Family Health, Family Programs, Federal Leg-

islation, \*Federal Programs, \*Financial Support, Grants, Health Needs, Health Services, High Risk Students, Parent Participation, Preschool Education, Program Budgeting, \*Program Descriptions, Program Effectiveness, Resource Allocation, Social Services, \*State Programs

Identifiers—CDA, Child Development Associate, Family Support, \*Minnesota, \*Project Head Start

This report to the Minnesota legislature examines children and their families who participated in the Head Start program during 1993-1994, and summarizes information on the following program areas: (1) Head Start program overview; (2) funding facts; (3) program year 1993-1994 activities; and (4) agency specific information. The Head Start program overview describes the background and mission of the Head Start program; its administration; outcomes of longitudinal studies concerning program benefits; program design options; core components of its health services, including medical, dental, mental health, and nutrition; its educational components, including the Child Development Associate (CDA) credential; the parental involvement component; the social services component; eligibility requirements; addressing children with disabilities; performance standards and quality assurance; and volunteer hours. The funding facts section presents funding philosophy, the census and funding formula. Head Start/Early Education bonding, a table of funding history. Head Start Innovative Grants, and recipients of 1994-1995 Head Start Innovative Grants. The program year 1993-1994 activities section describes the Minnesota Head Start Collaboration project (CORNERSTONE) and annual survey results of Head Start agencies. The agency specific section provides a map of Head Start grantee and service areas, a Minnesota Head Start directory, and Minnesota statutes pertaining to Head Start in 1992 and 1993. (SD)

ED 409 075

PS 024 193

Mann, Peter B., Ed.

**Sesame Street Research: A 20th Anniversary Symposium (Princeton, New Jersey, November 4, 1989).**

Children's Television Workshop, New York, N.Y.;

Educational Testing Service, Princeton, N.J.

Pub Date—90

Note—98p.; Most of studies addressed are cited in "Sesame Street Research Bibliography."

Available from—Children's Television Workshop, One Lincoln Plaza, New York, NY 10023 (Bibliography available upon request).

Pub Type—Collected Works - Proceedings (021)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Educational Research, Evaluation Utilization, Foreign Countries, Formative Evaluation, Longitudinal Studies, \*Self Evaluation (Groups)

Identifiers—Children's Television Workshop NY, Portugal, Saudi Arabia, \*Sesame Street, Turkey

A research agenda has been at the core of "Sesame Street" and other Children's Television Workshop (CTW) educational projects since inception. This collection of presentations, from a symposium honoring the twentieth anniversary of Sesame Street's debut on national television, addresses research's role in the series, describing how research is used during preliminary development of shows, continues during production, and allows measurement of a new program's success as a teaching tool. The collection's contents are: (1) "Prologue" (David Britt); (2) "Welcome" (Gregory R. Anrig); (3) "Beginnings" (Gerald Lesser); (4) "Creating CTW's Research Arm" (Edward L. Palmer); (5) "The First Evaluation" (Samuel Ball); (6) "Subsequent Research" (Gerald Lesser); (7) "Cognitive Effects of Sesame Street" (Daniel R. Anderson); (8) "Social and Emotional Effects of Sesame Street" (Aimee Dorr); (9) "Message Design Issues in Sesame Street" (Milton Chen); (10) "Current Research" (Keith Mielke); (11) "Longitudinal Study of Sesame Street Effects, Part I" (Aletha Huston); (12) "Longitudinal Effects of Sesame Street Effects, Part II" (John Wright); (13) "Educational Effects of Sesame Street Home Videos" (Mabel

Rice); (14) "Continuing Evolution of the Sesame Street Curriculum: The Role of Formative Evaluation" (Valeria Lovelace); (15) "Other Current Studies" (Keith Mielke); (16) "International Research" (Gerald Lesser); (17) "Introductory Remarks" (Luttrell Horne); (18) "A Review of Research on International Coproductions of Sesame Street" (Peter Levitt); (19) "Research on 'It's a Wonderful Life'" (Abdelkader Ezzaki); (20) "Research on 'Rua Sesamo', the Portuguese Coproduction" (Maria Emilia Brederode); (21) "Research on 'Susam Sokagi', the Turkish Coproduction" (Nail Sahin); (22) "What Lies Ahead" (David Britt); (23) "A Walk down Sesame Street" (Lewis Freedman); (24) "Challenges Met and To Be Met" (Lloyd Morrisett); (25) "Closing" (David Britt); (26) "20 Down, at Least 20 To Go" (Joan Ganz Cooney); and (27) "Epilogue" (Gregory R. Anrig). Two Appendices list symposium special awards and participants. (EV)

ED 409 076

PS 024 908

DeVries, Rheta Zan, Betty S.

**Moral Classrooms, Moral Children: Creating a Constructivist Atmosphere in Early Education.**

Report No.—ISBN-0-8077-3341-5

Pub Date—94

Note—309p.

Available from—Teachers College Press, P.O. Box 20, Williston, VT 05495-0020; phone: 800-575-6566; fax: 802-864-7626 (hardback: ISBN-0-8077-3342-3, \$48; paperback: ISBN-0-8077-3341-5, \$21.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—\*Classroom Environment, Conflict Resolution, \*Constructivism (Learning), Decision Making, Early Childhood Education, \*Ethical Instruction, Learning Activities, \*Moral Development, Piagetian Theory, Values, Values Education

Drawing on and extending the work of Jean Piaget into the realm of sociomoral development, this book argues that constructivist education must involve more than the special activities with which it is commonly associated. Planning must also include provision for children's social and moral development, since children construct their moral understandings from the raw material in their day-to-day social interactions. A rationale is provided for a particular type of sociomoral atmosphere in the early childhood classroom and practical ways in which teachers can cultivate it are described. Following an introduction, the chapters of the book are: (1) "What Do We Mean by 'Moral Classrooms'?" (2) "What Do We Mean by 'Moral Children'?" (3) "How the Sociomoral Atmosphere Influences the Child's Development"; (4) "Establishing a Constructivist Sociomoral Atmosphere"; (5) "Conflict and Its Resolution"; (6) "Group Time"; (7) "Rule Making and Decision Making"; (8) "Voting"; (9) "Social and Moral Discussions"; (10) "Cooperative Alternatives to Discipline"; (11) "Activity Time"; (12) "Clean-up Time"; (13) "Lunch Time"; (14) "Nap Time/Rest Time"; (15) "Academics"; (16) "The Difficult Child"; and (17) "The Sociomoral Atmosphere of the School." Each chapter includes a summary. Rationales for general categories of constructivist activities during activity time are appended. Contains 68 references. (HTH)

ED 409 077

PS 024 912

Jones, Elizabeth Reynolds, Gretchen

**The Play's the Thing. Teachers' Roles in Children's Play.**

Report No.—ISBN-0-8077-3171-4

Pub Date—92

Note—144p.

Available from—Teachers College Press, P.O. Box 20, Williston, VT 05495-0020; phone: 800-575-6566; fax: 802-864-7626 (\$16.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Childhood Needs, Conflict Resolution, Creative Development, \*Dramatic Play,

Early Childhood Education, Fantasy, Imagination, Interpersonal Competence, Intervention, \*Play, \*Preschool Children, \*Pretend Play, Social Development, Teacher Behavior, Teacher Guidance, \*Teacher Role, Teacher Student Relationship

Identifiers—Developmentally Appropriate Programs, \*Play Learning

The traditional role for teachers in children's play was to structure it, setting rules and interrupting if things got "out of hand." However, for children ages 3 to 5, sociodramatic play is a way to invent and make familiar the rhythms and actions of everyday life. This book describes why play is a fundamentally important part of children's development, and shows how adults can support and promote play. Integrating cognitive and psychodynamic theory, the book offers systematic descriptions and analyses of the different roles a teacher adopts toward this end—and describes both highly interactive and inhibited children from different economic backgrounds. The chapters are: (1) "Understanding and Supporting Children's Play"; (2) "Teacher as Stage Manager"; (3) "Teacher as Mediator"; (4) "Teacher as Player"; (5) "Teacher Behavior that Interrupts Play"; (6) "Teacher as Scribe"; (7) "Teacher as Assessor and Communicator"; (8) "Teacher as Planner"; (9) "Paying Attention to Play"; and (10) "A Sense of the Past and the Future." Contains 104 references. (HTH)

ED 409 078 PS 024 920

Davies, John

**Educating Students in a Media-Saturated Culture.**

Report No.—ISBN-1-56676-365-7

Pub Date—96

Note—311p.

Available from—Technomic Publishing Company, Inc., P.O. Box 3535, 851 New Holland Avenue, Lancaster, PA 17604-9961; toll free telephone: 800-233-9936; telephone: 717-291-5609; fax 717-295-4538 (\$35).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Information Analyses (070)

**Document Not Available from EDRS.**

Descriptors—Adolescents, Children, \*Curriculum Development, Elementary Secondary Education, \*Mass Media Effects, Mass Media Role, Mass Media Use, \*Media Research, Physical Development, Popular Culture, Social Development

Identifiers—Media Law, \*Media Literacy, Perceived Reality

The extensive media use common today among children and adolescents requires no special literacy skills. Television, video, film, and popular music can also be viewed or listened to without acquiring new skills. Without purposefully teaching the skills to decode the meanings behind the media, however, we leave students, as well as ourselves, in the tenuous position of allowing media to construct our reality. By recognizing that fostering media literacy in students is both a responsibility and an opportunity for educators, teachers will insist that these much needed skills should find their way into the curriculum. In the middle school tradition, this book examines the research on the mass media's impact on students, using the rubric that educators of young adolescents use in approaching their students—that of their intellectual, social, emotional, and physical development. The chapters of the book are: (1) "Towards an Understanding of the Mass Media and the Meaning of Media Literacy"; (2) "The Omnipotent Media? Understanding Media Effects Theories"; (3) "Coming of Age in a Media Culture," including print media, and rules governing media use; (4) "Mind over Media?" including the impact of media on learning and how schools are portrayed in the media; (5) "Lessons on Life: The Media and Social Development"; (6) "Growing Up on the Media: Does It Affect Physical Development?"; (7) "Playing to Emotions: The Media and Affective Development"; (8) "Myths Created by the Media"; (9) "In Search of the Hidden Curriculum: the Case for Media Literacy in Schools Today"; and (10) "Dimensions of a Media Literacy Curriculum." An appendix lists organizations researching media

and media literacy. Contains a 561-item bibliography. (HTH)

ED 409 079 PS 024 953

Scott, Deborah Leilani

**Nonmaternal Care and Mother-Infant Attachment: A Review of the Literature.**

Pub Date—May 96

Note—67p.; Doctoral Research Paper, Biola University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Information Analyses (070)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Attachment Behavior, Day Care,

\*Day Care Effects, Employed Parents, \*Infants, Literature Reviews, \*Mothers, \*Parent Child Relationship, Preschool Education

Identifiers—\*Security of Attachment

With the increasing number of mothers entering the workplace and placing infants in another's care, concern has arisen regarding the effects of nonmaternal care on the development of infants and children. Particular attention has been paid to the impact on the mother-infant attachment relationship of repeated daily separations and exposure to substitute caregivers. The purpose of this paper is to review and critique the literature that focuses on nonmaternal care and mother-infant attachment. Consideration of such methodological aspects of the literature as terminology, instrumentation, sampling, and experimental design indicated that the attribution of direct causality between nonmaternal care and mother-infant attachment is impossible to determine. However, the between-group studies indicated that infants in full-time nonmaternal care, as compared to infants in less than full-time or no nonmaternal care, were more likely to be insecurely attached to their mothers. The within-group studies indicated many factors associated with nonmaternal care and mother-infant attachment. Recommendations for future research are offered. Contains 36 references. (Author/EV)

ED 409 080 PS 025 011

Kunkel, Dale And Others

**Sexual Messages on Family Hour Television: Content and Context.**

Children Now, Oakland, CA.; Kaiser Foundation, Oakland, Calif.

Pub Date—11 Dec 96

Note—63p.; For related documents, see PS 025 011-014.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Content Analysis, \*Programming (Broadcast), \*Sexuality, Tables (Data), \*Television, Television Research, Television Viewing

Identifiers—\*Family Hour (Television), Television Networks

The purpose of this content analysis was to examine in detail the nature and extent of messages about sex that are presented in the "family hour" on broadcast network television. The research sought to identify any patterns that exist in portrayals of sexual behavior as well as characters' talk about sex, using a sample of programming from the winter of 1996. In addition, the study assessed how messages about sexuality have changed over time by comparing winter 1996 programs to those aired in 1976 and 1986. The analysis examined the context that surrounds each portrayal and the extent to which messages about sexual risk or responsibility are presented. Results showed that the depiction of sexual content in family hour programming has increased consistently over the last 20 years—up 118 percent since 1986 and 270 percent since 1976. This pattern applies to the number of shows that include sexual messages as well as the amount of such messages that programs contain. The largest part of this overall increase involved depictions of sexual behaviors, which have multiplied nearly five-fold. Physical flirting and kissing accounted for more than 80 percent of this behavior, but 3 percent involved sexual intercourse; no such behavior was found in 1976 or 1986 samples. Messages about the risks and responsibilities associated with sex received only modest attention (9 percent); none of the examples of sexual intercourse included

any reference to risk or responsibility topics. However, 29 percent of sexual interactions involving teens were presented in the context of a show that did reflect a thematic emphasis on issues of sexual responsibility. (Contains 25 references.) (EV)

ED 409 081 PS 025 012

**A Kaiser Family Foundation and Children**

**Now National Survey: Parents Speak Up about Television Today. A Summary of Findings.**

Children Now, Oakland, CA.; Kaiser Foundation, Oakland, Calif.

Pub Date—11 Dec 96

Note—12p.; For related documents, see PS 025 011-014.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Childhood Attitudes, Children, \*Parent Attitudes, \*Programming (Broadcast), \*Sexuality, \*Television, Television Research, Television Surveys, Television Viewing

Identifiers—\*Family Hour (Television), Television Networks

In the midst of a growing national debate about the role of television as a de facto "sex educator" for young people today, this survey asked parents nationwide in the fall of 1996 about their views on kids and television. A random sample of 853 parents and children ages 6 to 15 were surveyed by telephone (the data reported here focus on a subsample of 421 parents with children ages 8 to 12). Parents were asked about how well they are able to monitor their children's television viewing; the amount of sexual content on television, particularly during programming in the early evening; and the influence they think television is having, if any, on their children. Results showed that 43 percent worry a "great deal" about the amount of sexual content their children are exposed to, and 28 percent are at least "somewhat" concerned. One out of five say they have seen an effect on how their child talks, acts, or dresses. Parents are divided over how well they think TV presents sexual issues, with 30 percent thinking sexual content is generally presented in an "informative or socially responsible way" and another 31 percent saying this is "hardly ever" or never the case. More than two-thirds say they are able to watch TV with their child at most only half the time; 85 percent have rules about which shows their child can watch. Nearly half say their child has at some point asked a question about sex, AIDS, or some other issue because of something they saw on TV. Finally, three-quarters agree with the concept of the family hour, and 72 percent say there are not enough shows on television appropriate for their child. (Presents each survey question and its results.) (EV)

ED 409 082 PS 025 013

**The Family Hour Focus Groups: Children's Responses to Sexual Content on TV and Their Parents' Reactions.**

Children Now, Oakland, CA.; Kaiser Foundation, Oakland, Calif.

Pub Date—11 Dec 96

Note—19p.; For related documents, see PS 025 011-014.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Childhood Attitudes, Children, Focus Groups, Mass Media Effects, Parent Attitudes, \*Programming (Broadcast), \*Sexuality, \*Television, Television Research, Television Viewing

Identifiers—\*Family Hour (Television), Television Networks

With regard to sexual content, an argument is often made that sexual jokes, innuendoes, and behavior on television "go over kids' heads." To address this issue, focus groups were conducted with children between the ages of 8 and 13. Children viewed a tape of a selection of clips containing sexual content from programs aired in 1996 during the family hour. The children were separated by gender and age groups. In some instances, parents watched their child's focus group and participated in a focus group of their own. Results showed that: (1) children generally understood sexual content in

the show excerpts; (2) they understood and said they liked best the shows that communicated clear, prosocial messages about sexual issues; (3) shows with mixed messages about sexual issues often left the children with confused messages themselves; (4) children took away messages about sex even from shows which were not purposely projecting messages about sexual behaviors, but which included sexual references or depictions; (5) children bring different understandings and attitudes about sexual issues to their viewing which may cause different interpretations; (6) most of the children, especially the younger ones, were made most obviously uncomfortable with the visual portrayals of sexual scenes; (7) some parents were unaware of how much sexual content there was on television their children watched, and how much their children understood; (8) parents expressed concern about some of the sexual messages on television (9) some parents say television helps them broach important issues, like sex, with their children; and (10) parents say they realize that they need to find out more about what their children are watching, and make sure they are talking with them about what they see on television. (EV)

**ED 409 083** PS 025 014

**Sex, Kids and the Family Hour: A Three-Part Study of Sexual Content on Television. A Special Report from Children Now and the Kaiser Family Foundation.**

Children Now, Oakland, CA.; Kaiser Foundation, Oakland, Calif.

Pub Date—96

Note—15p.; For related documents, see PS 025 011-013.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Childhood Attitudes, Children, Content Analysis, Focus Groups, Mass Media Effects, Parent Attitudes, \*Programming (Broadcast), \*Sexuality, \*Television, Television Research, Television Surveys, Television Viewing

Identifiers—\*Family Hour (Television), Television Networks

This series of studies focused on the content of television programming about sexual activity and sexual relationships, examining what messages are communicated in the so-called "family hour," the first hour of prime time broadcast television (8-9 p.m. in most areas of the country). First, a content analysis documented the nature of sexual messages airing during this period. Second, a series of focus groups with children age 8 to 13 recorded their responses to family hour programs containing sexual content; and third, a national survey gathered parental opinion about the family hour and the issue of sex on TV. Key findings from the content analysis are: (1) television programs broadcast during the family hour contain a significant amount of sexual content, far more than was broadcast during the previous two decades; (2) most of the sexual behavior is relatively modest, with notable exceptions; and (3) a few shows do a good job of emphasizing the risks and responsibilities of sexual activity. Key findings from the focus groups are: (1) most of the older children, and at least some of the youngest, understood the sexual content, even the jokes and innuendoes about sex; (2) most of the children understood and enjoyed the programs with clear, positive messages; and (3) shows with mixed messages left children confused. Finally, key findings from the public opinion survey are: (1) the amount of sexual content on TV worries parents as much as, if not more than, violent content; (2) children often watch TV alone, and sometimes watch shows that their parents do not know about; and (3) parents give TV some credit for presenting sexual issues responsibly. (EV)

**ED 409 084** PS 025 037

Chen, Milton

**Television as a Tool: Talking with Kids about TV.**

Children Now, Oakland, CA.

Spons Agency—Henry J. Kaiser Family Founda-

tion, Menlo Park, CA.

Pub Date—96

Note—17p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Childrens Television, Mass Media Effects, \*Parent Child Relationship, \*Parent Materials, Parent Responsibility, Parenting Skills, Programming (Broadcast), Sexuality, \*Television Viewing, Violence

Most children spend more time with media than in school and much more time with media than in meaningful conversation with their parents. Recent research demonstrates how the media act as powerful influences on children's development—on their behaviors, attitudes, language, and values—from the earliest ages. This booklet is intended to help parents use television to promote family interaction and communicate important lessons. It contains several tips on talking with kids about television: (1) start early in talking with kids about the TV, movies, and other media they use; (2) put your family on a family TV diet; (3) talk with your children about setting TV rules for the family; (4) in the family TV diet, create balanced TV meals with your children; (5) find "family exercises" to accompany your family TV diet; (6) help your child "see through TV"; (7) make it a point to watch programs with your children whenever possible; (8) look for special programs that help young people deal with "hot button" topics such as drugs, alcohol, sex, and peer pressure; and (9) be aware of fast-breaking news stories with violent or sexual content. The booklet includes lists of organizations for information and referral, and lists of readings for parents and for children. (EV)

**ED 409 085** PS 025 419

**Our Special World: Parents and Preschoolers Living, Learning and Playing Together.**

Ohio State Dept. of Education, Columbus. Div. of Early Childhood Education.

Pub Date—Aug 96

Note—35p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Child Development, Daily Living Skills, Learning Activities, Parent Child Relationship, \*Parents as Teachers, Play, \*Preschool Children, Preschool Education

Identifiers—\*Daily Activities

This booklet describes specific ways that parents can help their preschool children learn during the routines of a typical day. It provides general guidelines on safety, child development, and parental expectations, as well as learning activities that can be used when children are waking up, dressing, getting ready for preschool, playing alone, playing with other children, playing outside, doing chores, eating meals at home, interacting with visitors at home, bathing, toilet training, getting ready for bed, traveling in the car, shopping, and participating in activities in a community setting (such as libraries, parks, and restaurants). The booklet also discusses learning activities and situations in regard to discipline, vacations, and holidays, along with the stages of early childhood development. It explains how many common household items can be used to help young children learn. A list of national and State of Ohio resource agencies and organizations for parents is included. (MDM)

**ED 409 086** PS 025 440

Clements, Mari L. And Others

**The Effects of Marital Violence on Children's Relationships with Parents, Peers, and Teachers.**

Pub Date—Apr 97

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).

Pub Type—Reports - Research (143) — Speeches/ Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Behavior Problems, \*Family Relationship, \*Family Violence, Marital Instability, Parent Child Relationship, \*Parents, \*Peer Re-

lationship, \*Preschool Children, Preschool Education, Preschool Teachers

Identifiers—\*Marital Discord

This study examined the effects of marital violence on children's relationships with parents, peers, and teachers. Forty-eight 4-year-olds and their parents participated in two laboratory sessions: one with all three family members and one with the child alone with several unfamiliar peers. Half of the marital couples were physically violent, while the remaining 24 couples had not engaged in physical violence in the past year. During the family session, children and their parents were asked to play the game Elefun (Trademark), in which they caught cloth butterflies blown through the air by a plastic elephant. During the peer session, children played the tile-matching game Memory (trademark). Parents also completed the Conflict Tactics Scale, Connors Rating Scales, Parenting Daily Hassles, and Parent Satisfaction Scale, while the children's teachers completed the Connors Rating Scales. Analysis found that parents in violent families were more negative in their communication and less satisfied as parents. When interacting with unfamiliar peers, children from violent families tended to engage in more negative behavior than did children from nonviolent families, and also tended to exhibit more behavior problems. (Contains 16 references.) (MDM)

**ED 409 087** PS 025 441

Martin, Sarah E. Clements, Mari L.

**Marital Conflict and Child Outcomes: The Role of Children's Affect and Coping Processes.**

Pub Date—Apr 97

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).

Pub Type—Reports - Research (143) — Speeches/ Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Affective Behavior, \*Coping, \*Emotional Adjustment, Fathers, Marital Instability, Mothers, \*Parents, \*Preschool Children, Preschool Education, Sex Differences, \*Social Adjustment

Identifiers—\*Marital Discord

This study examined young children's affective distress and behavioral responses to parental marital conflict. Forty-eight 4-year-olds and their parents participated in the study. Mothers and fathers independently completed measures of marital conflict, children's reactions to marital conflict, and child behavior problems, while the children completed pictorial measures of reactions to marital conflict and perceived competency. Analysis indicated that children who reported using more maladaptive behavioral responding also reported higher self-esteem. Children who had higher levels of father-reported affective distress also reported higher self-esteem. Children's behavioral responding to marital discord appears to moderate the relation between children's self-reported emotional reactivity to parental conflict and mother-reported child behavior problems. The findings suggest that children's subjective experience of marital conflict appears to play a role in their adjustment and development, beyond the effect of marital conflict alone. (Contains 15 references.) (MDM)

**ED 409 088** PS 025 442

Gutentag, Cathy Alex, Stefany

**Affect Regulation in Families: A Link between Marital Conflict and Child Behavior.**

Pub Date—Apr 97

Note—17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).

Pub Type—Reports - Research (143) — Speeches/ Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Affective Behavior, Aggression, \*Child Behavior, Child Rearing, \*Conflict,



Coping, Early Childhood Education, Family Relationship, \*Parents, \*Young Children  
Identifiers—\*Marital Discard

This study examined parents' and children's affect regulation skills and constructive behavior to test whether a modeling mechanism or a parent-child interaction mechanism best accounted for children's behavior. Thirty-six married couples and their 4- to 7-year-old children participated in the study. The families were asked to play a board game called "Max the Cat" in a cooperative manner. Parents were then asked to choose a problem area in their relationship to discuss in front of their child, and later completed the Conflict Tactics Scale. Videotapes of these interactions were then coded and analyzed. It was found that while parents' self-report of overall aggression in their marriages was associated with their observed behavior during the marital problem discussion, parents' behavior during that task was independent of their behavior during the family game task. Parents' supportive behaviors in both family tasks were positively associated with children's positive affect and negatively associated with children's negativity, whereas parents' negative behaviors and level of marital aggression were positively associated with children's negative behavior, negative affect, and withdrawal. It is concluded that children are influenced both by their parents' interactional behavior and parenting behavior. (Contains 12 references.) (MDM)

**ED 409 089** PS 025 458

Ediger, Marlow

**Multiple Intelligences and Their Implementation in the Elementary School.**

Pub Date—97

Note—24p.

Pub Type—Opinion Papers (120)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, Curriculum Development, Educational History, \*Educational Philosophy, Elementary Education, \*Elementary School Curriculum, \*Intelligence, Vocational Education

Identifiers—Gardner (Howard), \*Multiple Intelligences

Howard Gardner (1993) identified seven areas of intelligence: verbal/linguistic, logical/mathematical, visual/spatial, musical, bodily/kinesthetic, interpersonal, and intrapersonal. At the elementary school level, he emphasized using an evaluation specialist, a curriculum developer, and a school-community worker to coordinate and harmonize learning activities in the classroom. This essay discusses the organization of the elementary school curriculum, focusing on Gardner's theory of multiple intelligences. The essay also discusses realism as a philosophy of education, focusing on the content areas of science and social studies omitted in Gardner's areas of intelligence. The essay holds that the Seven Cardinal Principles of Education, developed by the Committee on the Reorganization of the National Education Association in 1918, are still relevant and represent worthy goals for pupils to achieve. These principles include health, command of fundamental processes, worthy home membership, vocation, civic education, worthy use of leisure time, and ethical character. The essay criticizes the strong emphasis upon all pupils to achieve a high level in academic areas, and praises the role of vocational education. Contains 13 references. (MDM)

**ED 409 090** PS 025 504

Roe, Diana

**Young Children and Stress: How Can We Help? AECA Resource Book Series, Volume 3 Number 4.**

Australian Early Childhood Association, Inc., Watson.

Report No.—ISSN-1320-2170; ISBN-1-875890-25-4

Pub Date—Dec 96

Note—21p.

Available from—Australian Early Childhood Association, Inc., P.O. Box 105, Watson, Australian Capital Territory, 2602, Australia.

Journal Cit—AECA Resource Book Series; v3 n4

Dec 1996

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Foreign Countries, \*Relaxation Training, \*Stress Management, Stress Variables, Symptoms (Individual Disorders), Visualization, \*Young Children

Identifiers—\*Creative Visualization, \*Stress (Biological)

While some stress in life is normal and may even be useful, too much stress can cause a number of difficulties. This guide is designed to assist early childhood teachers in understanding the role of stress in the lives of young children and in helping children cope with that stress. The guide discusses the definition of stress and the causes of stress in young children, such as the loss of a loved one, family violence, and excessive family expectations. The guide explains how young children show stress—through aggression, phobias, health difficulties, and sadness. It then outlines stress management techniques, including the role of diet and exercise in reducing stress, relaxation techniques, creative visualization, and the cognitive management of stress. The guide then discusses situations in which a stressed child may need more help than the teacher can give and provides tips on stress management for parents and caregivers. Two creative visualization/imagery exercises are included, along with suggestions for further reading. (MDM)

**ED 409 091** PS 025 505

Frymier, Jack

**Alcohol, Drugs, and Sex: Are Kids as Bad as We Think They Are?**

Pub Date—Mar 97

Note—6p.; Paper presented at the Annual Conference and Exhibit of the Association for Supervision and Curriculum Development (Baltimore, MD, March 22-25, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Drinking, \*High School Students, High Schools, \*Illegal Drug Use, Moral Issues, Parochial Schools, Public Opinion, Public Schools, \*Secondary School Teachers, \*Sexuality, Stereotypes, Student Attitudes, Teacher Attitudes

This paper discusses the results of a Phi Delta Kappa study (1996) of core values in the schools, focusing on student and teacher perceptions of alcohol and drug use and sexual behavior among high school students. The study involved 2,125 teachers and 2,429 students. About three-fourths of the students were white, Catholic, middle-class, and attended parochial schools. It found that 79 percent of teachers thought that students would answer affirmatively that they sometimes used alcohol when encouraged to do so by friends, that 51 percent of teachers thought that students would answer affirmatively regarding drug use, and that 69 percent thought that students would answer affirmatively in regard to engaging in sexual activity. Student responses indicated that 32 percent of parochial students and 22 percent of public school students reported using alcohol, 15 percent of parochial school and 18 percent of public school students reported using drugs, and that 38 percent of parochial and 59 percent of public school students reported engaging in sexual activity. The paper discusses the results in light of public, media, and teacher perceptions of alcohol and drug use and sexual behavior among teenagers, along with the morality of such behaviors. (MDM)

**ED 409 092** PS 025 506

Fortis-Diaz, Elizabeth

**Just Who Are These "Bad Guys," Anyway? An Attempt at Redirecting Children's Aggressive Play.**

Pub Date—14 May 97

Note—18p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Aggression, \*Behavior Change, Behavior Problems, \*Intervention, \*Kindergar-

ten Children, Mass Media Effects, Parents, \*Play, Preschool Teachers, Primary Education, Sex Differences, Television, \*Violence

A kindergarten teacher sought to redirect violent and aggressive play in her classroom. Noticing that most of the aggressive acts came from a particular group of boys who played war-like games, she began daily discussions with the 24 kindergarten children about their free play in an effort to subdue aggressive and violent play. To counter images of television police shows that depicted chasing and shooting, the teacher brought in a police officer to explain the many duties of the police. A survey of the parents of 18 of the children indicated that most of the children preferred to watch television in their free time, that 22 percent played video games, that 50 percent played with action figures, and that 22 percent had toy weapons. After several weeks of redirecting the children's play, the teacher observed less aggressive and violent play in the classroom. (MDM)

**ED 409 093** PS 025 509

Derrington, Taletha And Others

**Exploring Parental Influences on Children's Problem-Solving Skills.**

Pub Date—Apr 97

Note—23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classification, Deduction, Feedback, Metacognition, \*Parent Child Relationship, \*Parents as Teachers, Planning, \*Preschool Children, Preschool Education, \*Problem Solving, Teaching Methods, Teaching Styles

This study examined the impact of different styles of parental communication and teaching on children's problem solving, focusing on how parental teaching and communication styles affected children's performance on four problem-solving games involving deduction/categorization and planning. Thirty-two children ages 4 and 5 years and their families from around the island of Oahu, Hawaii, participated in the study. Videotaped home visits consisted of an individual-play pretest, a parent-partner phase, and an individual-play posttest. The children played one deduction/categorization and one planning game with their parents. The study found that as parental metacognition instruction and strategic explanation increased, so did children's posttest scores compared to their pretest scores. Parents exhibited more metacognitive instruction and positive feedback on planning games than on deduction/categorization games. On the arrangement planning games, overall pedagogical interactions were important, but none of the specific styles was individually important. (MDM)

**ED 409 094** PS 025 510

Huffman, Priscilla D.

**At-Risk Kindergarten Program Evaluation: A Final Report.**

Pub Date—Feb 97

Note—63p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Diversity (Student), \*Early Intervention, \*High Risk Students, Instructional Effectiveness, \*Kindergarten, Kindergarten Children, Primary Education, Program Effectiveness, Program Evaluation, Student Adjustment

Identifiers—Wisconsin

This study examined the effectiveness and efficiency with which the Chippewa Falls Area United School District (Wisconsin) addressed the needs of its diverse student population, focusing on the At-Risk Kindergarten Program implemented by the school district in 1992. The program serves a selected segment of the kindergarten population in an all-day, every-day program which included a 1:15 maximum adult-child ratio to address the developmental and instructional needs of at-risk

kindergartners. The purpose of this study was to determine how effective the current program is, to explore options for the program, and to draw conclusions about the program. The methods used to gather this information included discussions with the two At-Risk Kindergarten teachers and the superintendent of schools, surveys completed by parents, observations of students, and reviews of each child's progress. The findings highlighted the absolute necessity of individual and small-group instruction. Both teachers were found to be effective even though their styles of teaching differed, and the program was positively impacted by Instructional Assistants and Resource Specialists who supplied individual instruction to the children. Other findings included: (1) the same expectations were placed on at-risk children as on non-at-risk children; (2) instructional pacing was quicker in non-at-risk kindergarten classes than at-risk classes; and (3) the adjustment of the at-risk child to regular primary classes was often overwhelming for the student. (Includes copies of the questionnaires given to both staff and parents.) (DCP)

**ED 409 095** PS 025 514

*Chambers, Bette And Others*  
**The Challenges of Implementing Success for All in a Canadian Context.**

Pub Date—Mar 97

Note—25p. Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Early Intervention, Elementary Education, \*Elementary School Students, Foreign Countries, \*High Risk Students, Learning Disabilities, Program Effectiveness, \*Program Evaluation, \*Reading Achievement, Self Concept

Identifiers—Quebec (Montreal), \*Success for All Program

This study examined the implementation of an early intervention program, Success for All (SFA), in elementary schools in Montreal, Quebec, Canada. A total of 543 at-risk students from four elementary schools participated in the study, with three schools serving as controls and one as the experimental site. Students completed achievement measures, reading tests, and a self-concept measure before and after the intervention. The SFA intervention was introduced in two stages, beginning with students in kindergarten through grade 3 in February 1995 and later including students in grades 4-6 in September 1995. All students were posttested on the corresponding pretest measures in the spring of 1996. Complete data on 128 experimental and 136 control students were considered for analysis. Analyses indicated that students in the SFA intervention program performed significantly better than control students on reading and self-concept measures. Students with special needs (mainly learning disabilities) in the SFA intervention also performed significantly better on reading measures than similar students in the control group. (Contains 19 references.) (MDM)

**ED 409 096** PS 025 537

*Mulligan, Vicki*

**Children's Play: An Introduction for Care Providers.** Addison-Wesley Early Childhood Education.

Report No.—ISBN-0-201-82979-7

Pub Date—96

Note—177p.

Available from—Addison-Wesley Longman Publishers, P.O. Box 580, 26 Prince Andrew Place, Don Mills, Ontario, Canada M3C 2T8; phone: 800-387-8028 (\$31.95 Canadian Dollars). Also available from Addison-Wesley Longman U.S., 1 Jacob Way, Reading, MA 01867-3999 (\$23.95; no shipping charge on pre-paid orders).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Attitude Change, Caregiver Child Relationship, Child Behavior, Child Develop-

ment, Childhood Needs, Foreign Countries, Higher Education, Infants, \*Play, Preschool Children, Preschool Education, Pretend Play, Recreational Activities, \*Student Teachers, \*Teacher Attitudes, Teacher Role, Young Children

Identifiers—Adult Child Relationship, Play Learning, Play Theory

Intended as an aid for students on their way to becoming professional teachers and caregivers, this book encourages the student to contemplate his or her own ideas regarding play, including the concept of play and specific memories of play in their own past, and then use these thoughts to reshape the student's ideas about play. This book deals with the adult-child relationship, ethical decision making, attitudes towards play, developmental psychology and child care practice, and play in the child care context. The book also deals with more specific topics like inclusion and HIV and safety in the community. Throughout the book alternative methods are suggested and examples of encouraging play for each age group are highlighted. The book's chapters are: (1) "Introduction to Play," including play in the child care context; (2) "Theoretical Perspectives on Play"; (3) "Supporting Play in Inclusive Programs"; (4) "Locally Appropriate Programs"; (5) "Supporting the Play of Infants and Toddlers"; (6) "Supporting the Play of Preschoolers"; (7) "Supporting the Play of School-Age Children"; and (8) "The Role of Adults in Supporting Children's Play." Each chapter ends with a summary, several situations to investigate, ideas to extend the student's learning, and an introspective list of thoughts and moral questions to consider. Contains 93 references. (DCP)

**ED 409 097** PS 025 540

**Our Journey from the Protection Model to the Partnership Model.** [Videotape].

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date—[96]

Note—Op. Produced through partnership efforts of the Wisconsin Dept. of Public Instruction, the School District of Supervisors, and Pro Video Production.

Available from—Wisconsin Department of Public Instruction, Attn: Jane Grinde, Director of School and Community Relations, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.

Pub Type—Non-Print Media (100)

**Document Not Available from EDRS.**

Descriptors—Change Strategies, Educational Philosophy, Elementary Secondary Education, \*Instructional Effectiveness, Instructional Improvement, Parent Attitudes, \*Parent Participation, Parent Student Relationship, \*Parent Teacher Cooperation, \*Teacher Attitudes

This videotape explores a shift in philosophy in the Wisconsin public schools from one in which parents are excluded from affecting the classroom to one in which parents and teachers actively work together for classroom improvement. The first part of the video deals with the "Protection" model. Teachers and parents relate their experiences with this model, whereby a "wall" is built to keep parents from "hurting the system." This model: (1) is defined as friction between parents and schools; (2) takes as a basic approach separating parents and school; (3) assumes the school is responsible for the children's learning; (4) assumes the parents' job is to hold the school accountable; (5) regards two-way communication and routine problem solving as inappropriate. The video also presents an illustrative conversation in which parents advocate more hands-on activities in the classroom, and teachers and administrators provide excuses for maintaining the status quo. The second part of the video deals with the "partnership" model. This model is characterized by: (1) parents and educators working together to help all children achieve success; (2) emphasis on two-way communication; (3) routine problem solving; (4) building on parents' strengths; and (5) rethinking of the entire school environment. In the video, parents and teachers describe their experiences with this model, and discuss how to present to parents what the children are learning.

with more hands-on activities and fewer paper-and-pencil items to send home. The last part of the video touches on the journey to the partnership model, and staff concerns with this new model. (HTH)

**ED 409 098** PS 025 543

*McCracken, Janet Brown, Ed.*

**Reducing Stress in Young Children's Lives.**

National Association for the Education of Young Children, Washington, D.C.

Report No.—ISBN-0-935989-03-X

Pub Date—86

Note—180p.

Available from—National Association for the Education of Young Children, 1509 16th Street, NW, Washington, DC 20036-1426; phone: 800-424-2460, ext. 604, 202-232-8777, ext. 604; fax: 202-328-1846; e-mail: resource\_sales@naeyc.org (NAEYC Order No. 216, \$7).

Pub Type—Collected Works - General (020) — Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Bereavement, Black Youth, \*Caregiver Child Relationship, Child Abuse, Child Development, Child Neglect, Child Rearing, Children's Literature, Cognitive Development, \*Coping, Cultural Pluralism, Death, Disabilities, Divorce, Early Childhood Education, Family (Sociological Unit), Fear, Hospitalized Children, Life Events, Moral Development, Obedience, Parent Child Relationship, Peer Acceptance, Pretend Play, School Readiness, Sex Education, \*Stress Management, \*Stress Variables, Teacher Role, \*Young Children

Identifiers—Blended Families, \*Stress (Biological)

Few adults deliberately set out to cause children stress or to teach them how to deal with it, yet adults do just that with every word, action, and reaction. This book collects work in the field of human development on how adults can help children learn to cope with stress. Each of the 30 chapters previously appeared in "Young Children," the professional journal of the National Association for the Education of Young Children (NAEYC). The chapters are grouped into such topics as coping with expected challenges, strengthening contemporary families, making sure that adults do not contribute to children's stress, and a review of stress research. The chapter titles include: (1) "Lobster on the Sidewalk: Understanding and Helping Children with Fears" (Hyson); (2) "Living with He-Man: Managing Superhero Fantasy Play" (Kostelnik and others); (3) "Sex Education with Young Children" (Koblinsky and others); (4) "Preparing Young Children for Hospitalization" (Trawick-Smith and Thompson); (5) "The Young Child in the Hospital" (Fassler); (6) "Saying Goodbye to Preschool" (Ziegler); (7) "Helping Children Cope with Death" (Furman); (8) "Using Crisis-Oriented Books with Young Children" (Jalongo); (9) "The Teacher's Role in Facilitating a Child's Adjustment to Divorce" (Skeen and McKenry); (10) "Blended Families: Overcoming the Cinderella Myth" (Skeen and others); (11) "Child Abuse and Neglect: Prevention and Reporting" (Meddin and Rosen); (12) "There is More to Early Childhood Education than Cognitive Development" (Haiman); (13) "Obedience is Not Enough" (Kamii); (14) "But What about Sharing?: Children's Literature and Moral Development" (Krogh and Lamme); (15) "The Unpopular Child" (Roopnarine and Honig); (16) "Black Children: Their Roots, Culture, and Learning Styles" (Hale-Benson); (17) "A Child's Right to the Valuing of Diversity" (Lane); and (18) "It'll Be a Challenge!: Managing Emotional Stress in Teaching Disabled Children" (White and Phair). (EV)

**ED 409 099** PS 025 547

*Hornmuth, Pamela*

**Helping Hands: Social Services for Children in Texas.** Texas Kids Count: Fact Book 2.

Center for the Public Policy Priorities, Austin, TX.

Pub Date—Jan 97

Note—330p.

Available from—Center for Public Policy Priorities

ties, 900 Lydia Street, Austin, TX 78702; phone: 512-320-0222; fax: 512-320-0227; email: hormuth@copp.org; world wide web: www.copp.org (\$15, plus \$4 shipping and handling. Texas residents must add 8.25% sales tax).

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price — MF01/PC14 Plus Postage.**

Descriptors—Bilingual Education, Breakfast Programs, Child Abuse, Child Welfare, \*Children, Counties, Day Care, Economically Disadvantaged, Family Violence, Federal Programs, Foster Care, Lunch Programs, Poverty, Preschool Education, Program Descriptions, \*Social Services, Special Education, State Programs, Tables (Data), Welfare Recipients, Welfare Services

Identifiers—Aid to Families with Dependent Children, Food Stamp Program, \*Indicators, Medicaid, Project Head Start, Supplemental Security Income Program, \*Texas, Women Infants Children Supplemental Food Program

This Kids Count fact book describes services that are designed to protect the health, education, and safety of children in each county in Texas. It begins with a brief overview of each service program, describing the services, giving eligibility requirements, and analyzing regional differences in service provision across the state. The overview is followed by a profile of each county, including the rates at which children in that county receive income assistance, education enhancement, and child protection services. The indicators used in county profiles are rates of participation in: (1) Aid to Families with Dependent Children; (2) Food Stamps; (3) Medicaid; (4) Women, Infants and Children Supplemental Food Program; (5) Supplemental Security Income; (6) state-subsidized child care; (7) Head Start; (8) public pre-kindergarten programs; (9) free or reduced school lunch and breakfast; (10) bilingual programs; (11) special education; (12) confirmed cases of child abuse; (13) family violence shelters; and (14) foster care. Regional and county rates and rankings are also provided. (EV)

**ED 409 100 PS 025 554**

Brophy, Holly Elisabeth Honig, Alice Sterling

**Delivering Service to Teenage Mothers: Issues and Outcomes.**

Pub Date—Apr 97

Note—22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Adolescents, At Risk Persons, Child Rearing, Early Experience, \*Early Parenthood, Evaluation, Infant Care, Parent Child Relationship, \*Parenting Skills, Program Effectiveness

Identifiers—Maternal Responsiveness, \*Maternal Sensitivity

Adolescent mothers were recruited from a local hospital and from a local social service agency to participate with their newborn infants in a home visitation program intended to increase maternal sensitivity and to support the developing mother-infant relationship. The mother-infant pairs (n=46) were randomly assigned to either a control group or to an experimental group. Experimental group mothers received weekly home visits for 3 months. A post-program follow-up visit was made 2 months after program end. Control group participants received three visits: at program entry, immediately post-program, and 2 months post-program. Teaching episodes and free play episodes were videotaped across the three time periods. In addition to mother-infant interaction assessment, adolescent mothers completed an open-ended early experience interview based on their recollections of events during childhood. Results indicated no significant differences between experimental and control groups in parenting skills as a function of program participation. However, clinical risk status, based on observations and detailed home visit notes made independent of other assessments, proved to be significantly related to parenting

behaviors. Mothers identified as higher risk for poor parenting outcomes scored consistently lower on measures of maternal sensitivity and responsiveness, cognitive growth fostering skills, and social and emotional growth fostering skills in both free play and teaching episodes. Also, the importance of maternal reflectivity was impressive. Maternal reflectivity about her own, past family experiences was found to be more significantly associated with sensitive current parenting practices than participation in a brief home visitation program. (Contains 28 references.) (Author/EV)

**ED 409 101 PS 025 557**

Lankford, David McKay, Linda

**License To Lead: A Middle Level Curriculum that Develops Awareness of Positive Leadership and Decision Making in the School and Community.**

National Association of Secondary School Principals, Reston, VA. Div. of Student Activities.

Report No.—ISBN-0-88210-309-1

Pub Date—96

Note—37p.

Available from—National Association of School Principals, 1904 Association Drive, Reston, VA 20191-1537; phone: 800-253-7746, 703-860-0200; fax: 703-476-5432; e-mail: nassp@nassp.org (Product No. 6209601).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adolescents, Community Leaders, Curriculum Guides, \*Decision Making, Decision Making Skills, Ethical Instruction, Ethics, Intermediate Grades, Junior High Schools, Leaders, Leaders Guides, \*Leadership, Leadership Qualities, \*Leadership Training, \*Middle Schools, \*Moral Development, Moral Values, Problem Solving, Student Leadership, Youth Leaders

Identifiers—Character Development, Character Education, \*Character Education Program, \*Leadership Development Program, Leadership Effectiveness, Middle School Students

This curriculum is designed to increase middle level students' understanding of positive leadership through ethical decision making, and to help them apply knowledge learned to realistic situations. The program objectives are to: (1) provide students with an understanding of the characteristics needed for positive leadership; (2) provide participants with a system of principles based on values and ethics that promote positive leadership; (3) provide participants with definitions of values and ethics; (4) develop an understanding of how values and ethics are acquired; (5) develop a personal and school/community creed; (6) provide participants with a process for making ethical decisions; (7) provide participants with the opportunity to explore the application of ethical values to school and society; and (8) develop an understanding of the relationship between values and ethics and leadership. Fifteen class period units are provided which combine cognitive learning, interactive exercises, and small group discussions. The units address: (1) positive leadership characteristics; (2) choices and values; (3) how and when values are acquired; (4) community social values; (5) making good choices; (6) group dilemma; (7) individual group dilemma; (8) small group dilemma reports; (9) leadership license; (10) follow-ups; and (11) evaluation. Each unit includes specific activities, objectives, materials lists, process guidelines, and student assignments. Eleven student handouts are also included. (SD)

**ED 409 102 PS 025 558**

Lee-Blickstead, Martha

**Enhancing the Family Support Component of a Family Day Care Agency.**

Pub Date—96

Note—140p.; Practicum report, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

**EDRS Price — MF01/PC06 Plus Postage.**

Descriptors—Child Caregivers, \*Day Care Centers, Delivery Systems, Early Childhood Edu-

cation, \*Family Day Care, \*Family School Relationship, Foreign Countries, Organizational Change, Parent Participation, Parent School Relationship, Parent Teacher Cooperation, Skill Development, \*Staff Development, Theory Practice Relationship, Training Methods, Training Objectives

Identifiers—Canada, \*Family Day Care Providers, \*Family Support

A practicum at a licensed, non-profit family day care agency in Canada serving over 4,000 children and their families was designed to assist in clarifying the meaning of family support and family-centered child care. The practicum was developed to assist the agency in moving towards operationalizing its commitment to provide optimal family support to families receiving its day care. Interviews with staff had confirmed that there was confusion regarding the definition and application of family support. The solution strategy included intensive work on a short-term basis with two agency staff groups. The development of a working knowledge of family support philosophy, principles, practices, and approaches was emphasized. There was also work to develop family support "champions" who were expected to provide leadership to their colleagues. A pretest-posttest evaluation showed that the practicum intervention effectively increased participants' understanding of specific family support concepts. The training appeared to build a foundation to support future strategies to enhance family-centered practice. A particularly significant outcome of the practicum was the development of a discussion paper, "Moving towards Family-Centered Day Care." (Six appendices present highlights of training sessions, the discussion paper on family-centered child care, best practices, a case study, evaluation forms, and feedback forms. Contains 40 references.) (SD)

**ED 409 103 PS 025 562**

Balli, Sandra J.

**When Mom and Dad Help: Student Reflections on Parent Involvement with Homework.**

Pub Date—Apr 97

Note—16p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Grade 6, \*Homework, Intermediate Grades, Mathematics Instruction, \*Middle Schools, \*Parent Participation, Parent Student Relationship, Parent Teacher Cooperation, Parents as Teachers, \*Student Attitudes

Identifiers—Developmentally Appropriate Programs

Most children do not come home from school empty-handed, but laden with one or more assignments to be completed at home and returned to school the next day. Research suggests that parental involvement with homework can enable and enhance its positive effect. This study investigated middle-grades students' perceptions about parental involvement with homework. Sixth-grade students (n=67) completed 20 mathematics homework assignments designed to involve parents and then completed a survey including explanations about their experiences. Results of the survey indicated that a significant number of these students believe they do better in school when their parents help them with homework. Nevertheless, students reported mixed perceptions about how much they enjoyed working with their parents. Many perceptions focused on the extent to which parents either facilitated or confused the students' understanding of homework concepts, and the positive or negative effect associated with parent-child interactions. Results suggested that educators should explore ways to support parents' understanding of homework concepts and the use of developmentally appropriate strategies for helping their children with homework. (Contains 12 references.) (Author/EV)



ED 409 104

PS 025 563

Goldberg, Sally

**Parent Involvement Begins at Birth: Collaboration between Parents and Teachers of Children in the Early Years.**

Report No.—ISBN-0-205-17415-9

Pub Date—97

Note—208p.

Available from—Allyn and Bacon/Simon and Schuster Education Group, 160 Gould Street, Needham Heights, MA 02194-2315; phone: 800-852-8024; world wide web: <http://www.abacon.com> (Order No. H74156, \$25.95, plus shipping).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Attention Deficit Disorders, \*Child Development, Child Rearing, Home Instruction, Infants, Parent Child Relationship, \*Parent Education, Parent Influence, Parent Materials, \*Parent Participation, Parent Role, \*Parent School Relationship, Parenting Skills, Parents, \*Parents as Teachers, Partnerships in Education, Preschool Children, \*Preschool Curriculum, Preschool Education, Student Centered Curriculum, Toddlers

Identifiers—Child Centered Education, \*Parent Child Education Program

This book presents a parent involvement model built on a foundation of public school-based parent education seminars and home-based infant-toddler play-and-learn activities. The goal is to ensure that children begin their school experience ready to learn and become competent, confident learners. The book begins with a historical overview of parental involvement. Next, the parent involvement process is described, including parent education classes, a curriculum of developmentally appropriate learning activities for parents to use at home, and a developmental review at age 3 to identify areas that need strengthening and a follow-up review at age 5 to assess the progress made. In addition to presenting this model, the book offers a discussion of the guidance approach to discipline and managing child behavior, including the "fifteen pillars of parenting." It also provides a practical look at early literacy and a chapter on special needs, including Attention Deficit Disorders, the gifted, and the differently abled. The final section of the book contains the complete child-centered, activity-based program, which is a curriculum of activities designed to promote the development of cognitive, motor, socialization, language, and self-esteem skills; it includes key developmental milestones and 185 play activities with step-by-step instructions. Contains 64 references. (SD)

ED 409 105

PS 025 565

**California County Data Book, 1994.**

Children Now, Oakland, CA.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; James G. Irvine Foundation, San Francisco, CA.; William and Flora Hewlett Foundation, Palo Alto, Calif.

Pub Date—94

Note—156p.; For the 1995 Data Book, see PS 025 566.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price — MF01/PC07 Plus Postage.**

Descriptors—Academic Achievement, Adolescents, Birth Weight, Births to Single Women, Child Abuse, \*Child Health, Child Support, Child Welfare, \*Children, Counties, Crime, Delinquency, Demography, Dropouts, Early Parenthood, Economically Disadvantaged, English (Second Language), Immunization Programs, Infants, Minority Group Children, Mortality Rate, One Parent Family, Poverty, \*Social Indicators, \*State Surveys, Statistical Surveys, Tables (Data), Trend Analysis, \*Well Being

Identifiers—\*California, California Learning Assessment System, Out of Home Care

This data book examines statewide trends in the well-being of California's children. California is the only state where the majority of the children (56%) come from African-American, Latino, Asian, and

Native American families. The report begins with summary tables of general state facts, including: (1) California's children under 18; (2) education; (3) safety; (4) health; and (5) economic status. The bulk of the report provides county-by-county data and includes county rank and status as compared to state averages. The first point of analysis is an ethnic and population description of the children within the county and the percent with limited English skills. The second area of analysis is how well children are educated and reports on the following: fourth grade California Learning Assessment System (CLAS) reading scores, eighth grade CLAS writing scores, high school graduates prepared for college, and high school dropouts. The third area of assessment is how safe children are and includes child abuse reports and juvenile felony arrests. The fourth area of concern is child health and includes: late or no prenatal care, low birthweight, infant mortality, teen births, and immunization. The final area of assessment is economic security and focuses on: newborns whose parents cannot afford health care, children of unmarried parents, and child support payments. The report ends with technical notes and data sources. (SD)

ED 409 106

PS 025 566

**California County Data Book 1995.**

Children Now, Oakland, CA.

Spons Agency—Annie E. Casey Foundation, Baltimore, MD.; AT&T Foundation, New York, NY.; William and Flora Hewlett Foundation, Palo Alto, Calif.; Kaiser Foundation, Oakland, Calif.; James G. Irvine Foundation, San Francisco, CA.

Pub Date—95

Note—157p.; For the 1996 Data Book, see PS 025 565.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price — MF01/PC07 Plus Postage.**

Descriptors—Academic Achievement, Adolescents, Birth Weight, Births to Single Women, Child Abuse, \*Child Health, Child Support, Child Welfare, \*Children, Counties, Crime, Delinquency, Demography, Dropouts, Early Parenthood, Foster Care, Immunization Programs, Infants, Minority Group Children, Mortality Rate, Poverty, \*Social Indicators, Socioeconomic Status, \*State Surveys, Statistical Surveys, Tables (Data), Trend Analysis, \*Well Being

Identifiers—\*California, Firearms, Out of Home Care

This data book examines statewide trends in the well-being of California's children. The report begins with highlights of findings and focuses on teens in the areas of teen births and gun violence. The report then lists summary tables for the state for 17 indicators of child well being in the areas of: (1) family economics; (2) education; (3) health; and (4) safety. The bulk of the report provides county-by-county data. Some indicators provide comparative data from past years and ethnic comparisons. The first point of analysis is an ethnic and population description of the children within the county. The second area of assessment is family economics and focuses on family income and expenses and economic realities. The third area of analysis is how well children are educated and reports on high school graduates prepared for college and high school dropout rates. The fourth area of concern is child health and includes: late or no prenatal care, preterm births, teen births, immunization, and infant mortality. The fifth area of assessment is how safe children are and includes: child abuse reports, gun deaths, gun injuries and deaths, and foster care placement. The report ends with technical notes, sources, and an appendix on accountability. (SD)

ED 409 107

PS 025 567

Mayer, Krystle B.

**The Effects of Physical Abuse on Object Relations Development: A Review of the Empirical Literature.**

Pub Date—May 96

Note—69p.; Doctoral Research Paper, Biola Uni-

versity.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Information Analyses (070)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Caregiver Child Relationship,

\*Child Abuse, \*Child Development, Cognitive Development, \*Developmental Delays, Developmental Psychology, \*Early Experience, Emotional Development, Emotional Disturbances, Interpersonal Competence, \*Literature Reviews, Personality Development, Psychopathology

Identifiers—\*Object Relations, \*Physical Abuse

Childhood abuse has been implicated in such difficulties as developmental lags, family dysfunction, social problems, and emotional distress. This paper presents a review of the empirical literature which examines the relationship between physical abuse and object relations impairment. Data in the literature were commonly derived from either Thematic Apperception Test or Bell Object Relations and Reality Testing Inventory analyses. Results of studies are grouped into four categories which are similar to categories suggested by the Object Relations and Social Cognition Scales. The categories are: complexity of object relations, affect tone, capacity for emotional investment, and accuracy of attributions. The studies most often used clinical and inpatient populations and found that physical abuse impacts these four areas significantly. The few studies that found disparities used slightly different factor analytical procedures or instruments. The limited scope of the research suggests the need for additional research with a broader range of measurement tools. (Contains 43 references.) (Author/EV)

ED 409 108

PS 025 578

Oberman, Ida

**Waldorf History: Case Study of Institutional Memory.**

Pub Date—Mar 97

Note—51p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997). Photographs may not reproduce well.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—\*Educational change, Educational History, Elementary Secondary Education, \*Semiotics

Identifiers—\*Rituals, Waldorf Educational Theory, \*Waldorf Schools

This paper asserts that the century-old educational reform movement known as "Waldorf" is an instance of the tremendous potential that semiotic representation holds for school reform. It proposes that Waldorf's staying power is hidden in the reform's semiotic supports: its symbols, motifs, and rituals. Rather than presenting Waldorf's official history, the paper concentrates on the representational images of Waldorf's institutional identity, or how the institution "remembers" itself. It begins with a description of the design of Waldorf pedagogy and its successful dissemination in various countries throughout the world. It then constructs the "memory map" of Waldorf, describing how its foundation story, teacher training and teacher networks, annual festivals and daily verses, curricular ritual of eurythmy (a form of dance), architecture, and birthday celebrations of the original German school serve to perpetuate the institution. The paper concludes that these rituals together form constitutive elements in a powerful liturgy of remembrance, and that the charisma of Waldorf lies in its manifold ways of sacramentally re-producing the past as reality for the present and guidance for the future. Appendices present photographs and verses associated with Waldorf history. Contains 72 references. (EV)

ED 409 109

PS 025 579

Krummheuer, Gotz

**Reflexive Arguing in Elementary School Classrooms: Opportunities for Learning.**

Pub Date—Mar 97

Note—10p.; Paper presented at the Annual Meeting of the American Education Research Association.

ciation (Chicago, IL, March 24-28, 1997).  
**Pub Type**—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price** — MF01/PC01 Plus Postage.

**Descriptors**—Classroom Environment, Elementary Education, \*Elementary School Curriculum, \*Group Activities, Learning Processes, \*Mathematics Instruction, Mathematics Skills, Narration

**Identifiers**—Narrative Paradigm, Social Constructivism

This research dealt with the social constitution of learning in classroom settings, attempting to reveal Bruner's (1990, 1996) folk psychology or folk pedagogy in everyday teaching and learning processes. Specifically, it focused on how the reasons or arguments for completing activities emerge while children are attempting to solve a given mathematical problem in group work. A microethnographic study of such interactions in German elementary classrooms showed that children do not usually reveal their rationale explicitly, with the execution of a calculation and its justification not discernible from each other—in other words, reflexive argumentation. Further, this practice of reflexive argumentation is effectuated in the semblance of telling a story. The culture of reflexive argumentation in these groups is treated narratively. Examination of the academic task structure (ATS) (Erickson, 1982) of group interactions revealed narrative characteristics: (1) Not all concepts necessary for comprehension of the ATS are introduced explicitly; for some participants, the inner logic of the solution or "plot" remains opaque; (2) students need certain specific competencies for executing different steps of the solution; (3) meta-comments are not clearly made; hints at the internal structure of the solution are left for participants to infer on their own; and (4) presentation of the solution process is mainly restricted to the spoken word; alternative demonstrations like physical illustrations are not used. Thus, this form of peer interaction provides the rationality of a solving process in as much as the students are able to infer the argumentation about the "correctness" of the solution from the specific ATS-sequentiality of the accomplished narrative. (Contains 18 references.) (EV)

**ED 409 110** PS 025 581

*Slegers, Brenda*

**Brain Development and Its Relationship to Early Childhood Education.**

**Pub Date**—17 Apr 97

**Note**—35p.; Paper presented at the EDEL 695 Seminar in Elementary Education (Long Beach, CA, April 17, 1997).

**Pub Type**—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price** — MF01/PC02 Plus Postage.

**Descriptors**—\*Brain, Brain Hemisphere Functions, Child Development, \*Cognitive Development, Cognitive Processes, Definitions, \*Early Childhood Education, Language Acquisition, Learning Processes, Nature Nurture Controversy

**Identifiers**—Brain Based Learning, \*Brain Development, Brain Growth, Multiple Intelligences

New research on brain development has profound implications in the areas of child development and education. This review of the research describes how the brain develops to shape children's growing intelligence, addressing such questions as: (1) What are the brain's functions? (2) What are the critical or sensitive periods in brain development? (3) How can teachers take advantage of these "windows of learning?" (4) How much is mental ability influenced by environment and how much by heredity? (5) Is it better to teach to the whole brain, or is left brain/right brain theory better? (6) How does brain development influence language? and (7) How can parents get involved in their child's learning? The paper begins with a presentation of relevant definitions, such as brain development, cerebrum, dendrites, neurons, and plasticity. It next presents brief histories of early childhood education, discussing such theorists as Froebel, Montessori, and J. M. Hunt, and of brain studies, including the work of Wiesel and Hubel and of Epstein. The paper then discusses major issues and controversies in brain

research, such as the windows of learning for various functions and subjects, the inseparability of brain structure and function (or of heredity and environment), and left brain/right brain learning. The paper next explores important programs and contributors to the incorporation of brain research into early childhood education, including Caine and Caine's (1995) Dry Creek Elementary in Rio Linda, California, and Blythe and Gardner's (1990) Project Spectrum, based on his work with multiple intelligences. The paper concludes with a synthesis and analysis of brain research's relationship to early childhood education, including brain-based learning, and with a set of recommendations for educators. Contains 28 references. (EV)

**ED 409 111** PS 025 598

*Salomon, A. Strobel, M. G.*

**Loneliness and Support in Children Aged 9 to 13.**

**Pub Date**—Aug 96

**Note**—18p.; Paper presented at the Biennial Meetings of the International Society for the Study of Behavioral Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).

**Pub Type**—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price** — MF01/PC01 Plus Postage.

**Descriptors**—Academic Achievement, Adjustment (to Environment), Elementary Education, Foreign Countries, \*Help Seeking, \*Loneliness, Peer Groups, Peer Relationship, \*Preadolescents, Rejection (Psychology), Sex Differences, Social Adjustment, \*Social Support Groups, Socioeconomic Influences

**Identifiers**—Quebec (Montreal)

This study examined loneliness, social support, and help-seeking behavior in children, ages 9 to 13. Participating were 330 fourth to sixth graders from middle and low income families from the Montreal, Canada region, who completed two questionnaires measuring feelings of loneliness and social dissatisfaction and help-seeking. Independent variables were sex, school performance, and socioeconomic status (SES). The results indicated that children with lower school performance were significantly more lonely than children with higher school performance, and more particularly expressed feelings of rejection and isolation. Sex and SES had no effect on the loneliness score. However, the presence of social support and help-seeking behavior were influenced particularly by sex and school performance, and to a lesser degree, by SES. Girls sought help more than boys for all the problem situations encountered and sought more often the emotional and information type of support during which they appealed to the nuclear family and to friends. Low-performing children on the whole sought as much help as high-performing children, except for two emotional situations related to confiding a problem in someone and when the child was sad. Sex, school performance, and SES also determined the relative importance of different sources of support, nuclear family, extended family, friends, and animals. The nuclear family was sought out first for informational support, before emotional support. (Contains 25 references.) (KDFB)

**ED 409 112** PS 025 602

**Directory of Projects, 1997.**

National Inst. on Early Childhood Development and Education (OERI/ED).

**Report No.**—ECI-97-9001

**Pub Date**—97

**Note**—40p.

**Pub Type**—Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141)

**EDRS Price** — MF01/PC02 Plus Postage.

**Descriptors**—\*Child Development, Community Centers, Demonstration Programs, \*Early Childhood Education, Educational Research, Educational Television, Program Descriptions, Research and Development, Research and Development Centers, Research Projects, \*Young Children

**Identifiers**—Project Head Start

The National Institute on Early Childhood Development and Education (ECI) was established by the

U.S. Department of Education to carry out a comprehensive program of research, development, and dissemination to improve young children's learning and development. This directory contains information on the programs and projects funded by ECI in fiscal year 1997. The directory's 10 sections are: (1) "About the Institute," which describes the Institute's origins and mission; (2) "The Institute Centers Program," which discusses a program and project designed to provide a stable foundation for long-term research and development on the core child development issues; (3) "Field-Initiated Studies Program," which describes a program and projects that provide assistance to a variety of institutions, organizations, and individuals for educational research and demonstration projects related to the Institute's mission; (4) "21st Century Community Learning Centers Program," which describes a program and projects that support work in rural and inner city local education agencies to enable them to plan, implement, and expand community learning centers; (5) "The Institute's Sponsored Projects Program," which discusses a program and projects supporting research efforts of immediate need that cut across the interests of one or more institutes or federal agencies; (6) "Ready-To-Learn Television," which describes a program to provide assistance for the development of educational and instructional video programming for preschool and elementary school children and their parents; (7) "Jefferson County's Project Jump Start," which describes a program designed to support a district-wide program to coordinate existing Title I, local education programs, and Head Start services; (8) "ECI Contact Directory," which lists staff members' telephone numbers and email addresses; (9) "State Listing of Projects"; and (10) "Alphabetical Listing of Projects by Organization." (LPP)

**ED 409 113** PS 025 615

*Tasker, Fiona L. Golombok, Susan*

**Growing Up in a Lesbian Family: Effects on Child Development.**

**Report No.**—ISBN-1-57230-170-8

**Pub Date**—97

**Note**—194p.

Available from—Guilford Press, 72 Spring Street, New York, NY 10012; phone: 800-365-7006, 212-431-9800; fax: 212-966-6708; e-mail: staff@guilford.com (\$26.95).

**Pub Type**—Books (010)

**Document Not Available from EDRS.**

**Descriptors**—Child Rearing, Emotional Development, Family Characteristics, Family Relationship, Family Structure, Fatherless Family, \*Homosexuality, \*Individual Development, Interpersonal Relationship, \*Lesbianism, \*Mothers, One Parent Family, \*Parent Child Relationship, \*Parent Influence, Sexual Identity, Social Adjustment

**Identifiers**—\*Children of Homosexual Parents, Homosexual Parents

Opponents of the legal recognition of homosexual unions have based their arguments in part on the premise that children brought up by parents of the same sex face significant social and psychological disadvantages. Presenting a longitudinal study of 25 children raised in lesbian mother families, and a comparison group raised by single heterosexual mothers, this book discusses the developmental effects of growing up in a same-sex household. The chapters are: (1) "Introduction," which discusses the research on lesbian-led families and related issues; (2) "Parental Influences on Child Development," which examines the influence of heterosexual mothers on the social, emotional, and sexual identity development of their children; (3) "The Longitudinal Study," which describes the sample of lesbian mothers and their children, the comparison group of children brought up by heterosexual mothers, the methodology, and the data collection and analysis; (4) "Family Relationships," which explores whether children from lesbian mother households experience more difficult familial relationships than children from heterosexual post-divorce families; (5) "The Family and the Outside World," which explores how children from lesbian mother families respond to differences between their family background and the dominant hetero-

sexual culture in which they grow up; (6) "Intimate Relationships," which discusses whether young people raised by a lesbian mother are more likely to be attracted to and have relationships with partners of the same gender than are young people from heterosexual mother families; (7) "Psychological Adjustment," which explores whether children of lesbian mother families are at greater risk for psychological problems in the short and long term; and (8) "Conclusions," which discusses the study's findings. The book concludes with two appendices containing variables used in the statistical analyses. Contains 250 references. (LPP)

ED 409 114 PS 025 618

Westman, Jack C.

**Reducing Governmental Interventions in Families by Licensing Parents.**

Pub Date—May 96

Note—9p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (73rd, Boston, MA, May 1-4, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Attachment Behavior, Child Abuse, Child Advocacy, Child Neglect, \*Child Rearing, Children, Children's Rights, Family (Sociological Unit), \*Government Role, Intervention, Parent Attitudes, Parent Background, \*Parent Child Relationship, Parent Education, Parent Influence, \*Parent Responsibility, \*Parent Rights, Parent Role, Parenting Skills, \*Parents, Poverty, Welfare Recipients

Identifiers—Licensing Programs, \*Parent Licensing, Security of Attachment

Creation of a parent license would validate parental rights, establish parental responsibility, and provide a basis for societal support of parenting through financial benefits, parent education and training, and protective services for children. Government has played an increasing role in family life through laws defining and mandating parental responsibilities because too many parents neglect their childrearing responsibilities or have misused their power. Childrearing styles that produce competent adults are characterized by secure relationships with dependable parents who model self-control; lack of bonding with parents is the critical factor related to future criminal behavior, abuse, and neglect. Economic factors related to affluence and material aspirations, attitudinal factors emphasizing individualism and dependency on experts, and psychological factors regarding absent or insecure parent-child attachment bonds underlie contemporary social values that undermine parenting and obscure the importance of competent parenting to society. Because society's future depends upon competent parents and children, parents are accountable to, and need the support of, society. Rather than assuming that all parents are competent, it is more accurate to assume that most parents are competent, but children need protection from incompetent parents. Society may strengthen parenting by creating a paradigm in which parenthood is an earned relationship, with a license signifying that the parent is committed to rearing the child. Procedures for licensing parents would involve timing of application, licensure criteria, and administration. By increasing competent parenting, parent licenses would substantially reduce the need for governmental intervention in families. (KDFB)

ED 409 115 PS 025 621

Kersey, Katharine C.

**Don't Take It Out on Your Kids! A Parent's Guide to Positive Discipline. (Revised Edition).**

Report No.—ISBN-0-425-14372-4

Pub Date—94

Note—152p.

Available from—Special Markets, Berkley Publishing Group, 200 Madison Avenue, New York, NY 10016; phone: 212-951-8891; fax: 212-951-8793; e-mail: a-griff@putnam.com

(\$13, Canada).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Behavior Problems, Child Abuse, Child Development, Child Rearing, Children, Corporal Punishment, \*Discipline, \*Parent Child Relationship, \*Parenting Skills, Parents, Positive Reinforcement, Punishment, Self Esteem

Effective discipline methods help children become considerate and responsible human beings. This book describes a way to discipline children without using force, fear, or punishment. Following an introduction, the book's seven chapters are: (1) "Learning How To Be Parents," which discusses the difficulties of parenting and the lack of training available for parents; (2) "Bonding: The First Step," on the need for a nurturing relationship between parent and child; (3) "Honoring Our Children," discussing undesirable parenting behaviors, such as criticizing and being sarcastic, and desirable behaviors, such as careful listening and empathizing; (4) "Discipline Techniques That Don't Work," which discusses corporal punishment, humiliating a child, threatening, and other ineffective behaviors; (5) "Discipline Measures That Work," which discusses ignoring minor misbehavior, being firm, using positive reinforcement, and other effective behaviors, including strategies for controlling the child's environment; (6) "Understanding Your Child," which explores child development from infancy through adolescence; and (7) "Launching Your Child: From Theory to Practice," on common problems and situations, such as biting, tattling, potty training, and whining. The book concludes with six appendices: (1) "Ideas for Incentives To Be Used at Home"; (2) "What To Say (or Do) When Parents Abuse Their Children in Public"; (3) "What To Do in the Grocery Store To Help Children Behave . . . Without Spanking Hitting, or Yelling"; (4) "Ideas for Family Behavior Charts"; (5) "How To Build a Child's Self-Esteem"; and (6) "Positive Ways To Encourage Children's Growth." (LPP)

ED 409 116 PS 025 627

Rigby, Ken

**Bullying in Schools: And What To Do about It.**

Report No.—ISBN-0-86431-184-2

Pub Date—96

Note—299p.

Available from—Australian Council for Educational Research, 19 Prospect Hill Road, Camberwell, Melbourne, Victoria 3124, Australia (U.S. \$26.95).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Information Analyses (070)

**Document Not Available from EDRS.**

Descriptors—Aggression, Change Strategies, Educational Environment, Elementary Secondary Education, Foreign Countries, \*Intervention, Models, Parent Attitudes, \*Peer Relationship, \*School Policy, Sex Differences, \*Student Attitudes, \*Student Participation, \*Teacher Attitudes

Identifiers—Australia, \*Bullying, Harassment, Victimization

The purpose of this book is to provide an understanding of the phenomenon of school bullying and to suggest ways to counter it effectively. These purposes are addressed in parts 1 and 2 of the book, respectively. Part 1, "Understanding Bullying," consists of five chapters. Chapter 1 recounts the growing interest in bullying in Australia and internationally, examines various manifestations of bullying, and distinguishes bullying from harassment. Chapter 2 describes the nature and incidence of bullying in Australian schools, while chapter 3 examines the consequences of bullying for victims, bullies themselves, and witnesses of bullying. A model, by which a variety of causal factors for bullying can be identified, is proposed in chapter 4. Chapter 5 focuses on the school ethos, using research on teacher attitudes and on students' perceptions of victims and bullies. Part 2, "What Can Be Done about It," consists of chapters 6 through 17 of the book. Chapter 6 introduces part 2 and chapter 7 discusses how to begin the process of addressing the problem of bullying in school. The development

of a school policy on bullying is examined in chapter 8, while chapter 9 considers how students can be encouraged to support policies and practices directed against bullying. Chapter 10 identifies where bullying takes place in and around schools, and addresses ways of dealing with bullying in specific locations. Ways for schools to obtain information on bullying within their premises are discussed in chapter 11. Chapter 12 considers what can be done with, rather than to, bullies, and chapter 13 recounts so-called humanistic approaches to dealing with bullying. Chapter 14 focuses on how teachers and counselors can help victims of bullying, while chapter 15 examines the role of parents and families in reducing bullying in schools. How bullying can be addressed by students themselves, using mediation skills to help each other, is discussed in chapter 16. Chapter 17 serves as an epilogue to the book. Additional resources and resources organizations in Australia are listed. Contains over 100 references. (BC)

ED 409 117 PS 025 628

Darby, Linda, Ed.

**Learning Partners: A Guide to Educational Activities for Families.**

Office of Educational Research and Improvement (ED), Washington, DC. Media and Information Services.

Report No.—MIS-97-6518

Pub Date—May 97

Note—37p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Art Education, Child Health, Elementary Secondary Education, Geography Instruction, History Instruction, Home Study, Homework, \*Learning Activities, Learning Readiness, Library Skills, Mathematics Instruction, \*Parent Participation, \*Parents as Teachers, Reading Instruction, Student Adjustment, Television Viewing, Writing Instruction

Identifiers—Child Safety

To promote and facilitate family involvement in children's education, the U.S. Department of Education's Office of Educational Research and Improvement has consolidated its "Learning Partners" series into one booklet. This booklet consists of several two-page activity guides in a variety of learning areas. Each guide lists general things parents can do to foster a child's interest in the specific learning area, and specific learning activities. The areas covered are: (1) "Let's Read!"; (2) "Let's Do Math!"; (3) "Let's Do Science!"; (4) "Let's Succeed in School!"; (5) "Let's Do History!"; (6) "Let's Do Geography!"; (7) "Being Responsible!"; (8) "Let's Use the Library!"; (9) "Let's Write!"; (10) "Let's Be Healthy!"; (11) "Let's Use TV!"; (12) "Let's Do Art!"; (13) "Get Ready for School!"; (14) "Get to School Safely!"; and (15) "Let's Do Homework!" (HTh)

ED 409 118 PS 025 629

Darby, Linda, Ed.

**Learning Activities for the Growth Season.**

Office of Educational Research and Improvement (ED), Washington, DC. Media and Information Services.

Report No.—MIS-97-6587

Pub Date—97

Note—9p.; This wall poster (25.5 in. by 22 in.) has been filmed as seven frames (8.5 in. by 11 in.).

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—College Preparation, Educational Objectives, Elementary Secondary Education, Internet, \*Learning Activities, Mathematics Instruction, Physical Fitness, Reading Instruction, Role Playing, Thematic Approach

Identifiers—Posters

This poster, illustrated with a graphic of a caterpillar changing to a cocoon and emerging as a butterfly, presents learning activities for 7 weeks based on the seven stages of growth in the President's "Call to Action." Each week includes 5 days of activities based on seven themes: (1) "Reading on Your Own"; (2) "Getting Ready for Algebra"; (3) "Shaping Up for Safety"; (4) "Teaching To Learn";



(5) "Navigating the Internet"; (6) "Planning for College"; and (7) "Setting High Standards." (LPP)

**ED 409 119** PS 025 633

Rose, Amanda J. Asher, Steven R.

**Children's Goals and Strategies in Response to Conflicts within a Friendship.**

Pub Date—Apr 97

Note—32p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Child Behavior, Children, Conflict Resolution, Elementary School Students, \*Friendship, Intermediate Grades, \*Interpersonal Competence, Objectives, Peer Relationship, Sex Differences, Social Cognition

Identifiers—Strategy Choice

Although many studies have examined the competencies associated with being well-liked by the peer group, far less is known about the competencies children need in order to make and maintain good quality friendships. This study addressed friendship tasks, investigating 5 of 10 previously hypothesized competencies necessary to make and maintain good friendships: managing disagreements, being a reliable partner, dealing with multiple friendships and issues of exclusivity, helping when a friend is in need, and maintaining reciprocity or a spirit of equality in the friendship. Fourth- and fifth-grade children were presented with 6 hypothetical situations representing each of the 5 tasks, for a total of 30 hypothetical situations. Children's strategies, or what children said they would do in response to each situation, were assessed, as were children's goals, or what they said they would be trying to accomplish. The research attempted to answer: (1) if there is a relation between the goals children endorse and the behavioral strategies they select; (2) whether the strategies and goals are predictive of their friendship adjustment; and (3) whether boys and girls differ in types of strategies and goals. Results showed that the goals children chose were consistently related to the strategies they chose, that none of the adopted strategies or goals predicted Positive Friendship Quality after accounting for gender and peer acceptance (but were predictive of how conflicting children were rated by their best friend), and that there were gender differences for 11 of the 12 strategies and goals, with girls endorsing the accommodating and compromising strategies and the relationship and moral goals more than boys. (Contains 33 references.) (EV)

**ED 409 120** PS 025 634

Nadon, Isabelle Normandeau, Sylvie

**Can Parents' Involvement with Homework Moderate the Relation between Children's Cognitive Abilities and School Achievement?**

Pub Date—Apr 97

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, \*Cognitive Ability, Foreign Countries, Grade 2, \*Homework, Parent Influence, \*Parent Participation, Parent Student Relationship, Primary Education

Identifiers—Canada, French Speaking, \*Moderator Variables

This investigation tested the influence of parents' involvement with homework as a moderator variable in the relation between children's cognitive abilities (predictor variable) and their school achievement (outcome variable). Participants were 55 French-speaking second graders and their parents. Two dimensions (quantity and quality) of parents' involvement were investigated. Parents were distinguished as primary or secondary helpers with homework. For each group, regression analyses were conducted to test the moderator effect of each

dimension of parent involvement: (1) between children's verbal abilities and achievement in French; and (2) between children's nonverbal abilities and achievement in mathematics. Results indicated a positive relation between children's verbal abilities and their achievement in French, but not between children's nonverbal abilities and their achievement in mathematics. A negative relation between the duration of primary parent involvement with homework and children's achievement in French and mathematics was observed. Data also indicated a positive relation between the quality of involvement with homework of the secondary parents and children's achievement. The quality of involvement by the secondary parent was the only variable that acted as a moderator between children's verbal abilities and their achievement in French. Results suggested that both parents have complementary roles in supporting their child's school-related activities. (Contains 19 references.) (Author)

**ED 409 121** PS 025 643

Kagan, Sharon L., Ed. Cohen, Nancy E., Ed.

**Reinventing Early Care and Education: A Vision for a Quality System.**

Report No.—ISBN-0-7879-0319-1

Pub Date—96

Note—365p.

Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, Seventh Floor, San Francisco, CA 94104-1342; phone: 800-956-7739; fax: 800-605-2665 (\$39.95, plus shipping).

Pub Type—Books (010) — Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors—Certification, \*Change Strategies, Citizen Participation, Community Action, \*Day Care, \*Early Childhood Education, \*Educational Change, \*Educational Improvement, \*Educational Quality, Family Day Care, Finance Reform, Financial Support, Governance, Government Role, Parent Attitudes, Professional Development, Professional Training, Public Policy

Identifiers—Day Care Quality, \*Quality of Care

Although early care and education have gained some momentum in recent years, shortfalls in quality are still pervasive. This book defines the elements of a high-quality system and suggests strategies for improvement. Frontmatter includes a preface, editors' and contributors' biographies, and an introduction entitled "The Changing Context of American Early Care and Education" (Sharon L. Kagan and others). The first part of the book, "Quality Programs: The Case for an Expanded Definition," contains four chapters: (1) "Parents' Perspectives on Quality in Early Care and Education" (Marry Lerner); (2) "Reframing the Quality Issue" (Deborah Phillips); (3) "International Approaches to Defining Quality" (Jennifer Bush and Deborah Phillips); and (4) "Multicultural Perspectives on Quality" (Nancy E. Cohen and Delia Pompa). The second part, "The Infrastructure: The Case for a Quality System," contains six chapters: (1) "Licensing: Lessons from Other Occupations" (Anne Mitchell); (2) "Training and Professional Development: International Approaches" (Eliza Pritchard); (3) "Regulation: Alternative Approaches from Other Fields" (Katherine L. Scuria); (4) "Governance: Child Care, Federalism, and Public Policy" (William T. Gormley, Jr.); (5) "Funding and Financing: Moving toward a More Universal System" (Martin H. Gerry); and (6) "Quality Infrastructure for Family Child Care" (Shelby M. Miller). The third part, "Implementing Change," contains five chapters: (1) "Media and Mass Communications Strategies" (Kathy Bonk and Meredith Wiley); (2) "Citizen Participation: Transforming Access into Influence" (Christopher Howard); (3) "Organizing Communities and Constituents for Change" (Ernesto Cortes, Jr.); (4) "Understanding the Complexities of Educational Change" (Ann Lieberman and others); and (5) "The Synchrony of Stakeholders: Lessons from the Disabilities Rights Movement" (H. Rutherford Turnbull and Ann P. Turnbull). The fourth part, "Creating a Quality Early Care and Education System," contains two chapters: (1) "A Vision for a Quality Early Care and Education System" (Sharon L. Kagan and Nancy E.

Cohen); and (2) "Getting from Here to There: The Process and the Players" (Nancy E. Cohen and Sharon L. Kagan). Each chapter contains references. (LPP)

**ED 409 122** PS 025 645

Wormser, Richard

**American Childhoods: Three Centuries of Youth at Risk.**

Report No.—ISBN-0-8027-8427-5

Pub Date—96

Note—135p.

Available from—Walker and Company, 435 Hudson Street, New York, NY 10014 (hardcover: ISBN-0-8027-8426-7; reinforced: ISBN-0-8027-8427-5, \$16.95).

Pub Type—Books (010) — Information Analyses (070)

**Document Not Available from EDRS.**

Descriptors—American Indians, Blacks, Change, Child Labor, Child Welfare, \*Children, Delinquency, Educational History, Family (Sociological Unit), Immigrants, Military Service, Mortality Rate, Public Education, Racial Bias, Sexuality, \*Social History, \*United States History, War, Whites, Youth Problems

This study of childhood through the centuries provides a new perspective on the age-old challenge of growing up and thriving in a diverse and complex society. The book consists of a brief introduction followed by eight chapters. Chapter 1, "Crime and Punishment," details crime and punishment of children from the eighteenth century to the present. Chapter 2, "Dying Young," discusses the shocking rate of child mortality in earlier centuries and the reasons for it, and compares that to the current situation. Chapter 3, "Warrior Children," discusses the historical participation of children in wars and military service in this country. Chapter 4, "Sex and Romance," discusses the gradual relaxation of attitudes about, and the increase in, teenage sexual behavior. Chapter 5, "Working Days," details the history of child labor in the United States. Chapter 6, "Hate Thy Neighbor," describes bigotry among children in the United States over the last two centuries. Chapter 7, "The Struggle To Learn," outlines the history of public education in the United States. Chapter 8, "The Rise and Decline of the Family," provides a historical view of the changing American family. (Contains 50 references and an index.) (DR)

**ED 409 123** PS 025 650

Hargreaves, Linda And Others

**The Effects of Major Changes in Class Size on Teacher-Pupil Interaction in Elementary School Classes in England: Does Research Merely Confirm the Obvious?**

Pub Date—Mar 97

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Class Size, Classroom Environment, \*Elementary Education, Foreign Countries, Outcomes of Education, Questioning Techniques, \*Small Classes, Teacher Behavior, Teacher Response, Teacher Student Ratio, \*Teacher Student Relationship, Teaching Methods

Identifiers—England

Given the failure of previous research to find consistent effects of class size on students' achievement, this study examined whether teachers in British elementary schools changed their behavior in ways conducive to learning when they worked with classes significantly smaller than average. Seven pairs of elementary school teachers judged as experts by their head-teachers participated in the study, one of each pair in a maintained sector school and one in a private sector school. Fourteen teaching sessions were observed in which teachers presented the same or similar lessons in both large (mean class size 28.8) and small (13.6) class settings. Findings indicated that individual attention was positively, though not significantly, related to class size. Sustained interactions, which allowed

children time to think and offer extended and reasoned responses to questions, were more often used in smaller classes. Short, nonextended individual teacher-student interactions tended to increase with class size. There were significant positive correlations between class size and teachers' use of general monitoring and engagement in routine management interactions. Task-focused interactions were negatively but not significantly associated with class size. Challenging questions were used more often in smaller classes. Teachers in larger classes tended to use critical control statements more frequently than teachers in smaller classes. Results suggest that since expert teachers were likely to be proficient at adapting strategies to new situations, teachers may need training in strategies which can be applied with small classes. Schools might also consider creating small classes on a regular basis for some lessons. (Contains 16 references.) (Author/KDFB)

ED 409 124 PS 025 672

Brown, Lyn Mikel Gilligan, Carol

**Meeting at the Crossroads: Women's Psychology and Girls' Development.**

Report No.—ISBN-0-674-56464-2

Pub Date—92

Note—258p.

Available from—Harvard University Press, 79 Garden Street, Cambridge, MA 02138-1423; phone: 800-448-2242; fax: 800-962-4983 (\$19.95).

Pub Type—Books (010) — Reports - Research (143)

**Document Not Available from EDRS.**

Descriptors—\*Adolescent Development, Developmental Psychology, \*Early Adolescents, Elementary Secondary Education, Emotional Adjustment, \*Females, Individual Development, \*Interpersonal Relationship, Preadolescents, Research Methodology, Single Sex Schools

A study explored girls' development and its implication for the psychology of women. From 1986-1990, nearly 100 girls between the ages of 7 and 18 at the Laurel School for Girls in Cleveland, Ohio, were interviewed. Most of the girls were from middle- or upper-middle-class families (80%), although some were scholarship students from working-class families (20%). About 14% of the girls were of color. In addition to traditional psychological research methods, a new method was implemented to help interpret the interviews. This book describes the study and discusses its implications in six chapters: (1) "A Journey of Discovery" provides an overview of the study and the discoveries that led to the development of a new research method; (2) "The Harmonics of Relationship" discusses the new method—a voice-sensitive method of working that allowed the researcher to follow girls' thoughts and feelings and to hear their struggle at adolescence; (3) "Whistle-Blowers in the Relational World: Three Guides through Childhood" presents a developmental narrative of 7- and 8-year-old girls speaking about themselves and their relationships and then focuses on individual girls; (4) "Approaching the Wall: Three Guides into Adolescence" discusses 10- and 11-year-old girls' attitudes and perceptions of relationships and then focuses on individual girls; (5) "Rivers into the Sea: Three Guides through Adolescence" discusses 12- and 13-year-old girls' changing perceptions and again focuses on individual girls; and (6) "Dancing at the Crossroads" discusses the study's implications for women's psychology and development, especially the relationship between women and girls. The book concludes with a notes section, and an index. Contains 143 references. (LPP)

ED 409 125 PS 025 944

Nord, Christine Winquist And Others

**Fathers' Involvement in Their Children's Schools.**

Westat Research, Inc., Rockville, Md.

Spons Agency—National Center for Education

Statistics (ED), Washington, DC.

Report No.—NCES-98-091

Pub Date—97

Note—223p.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC09 Plus Postage.**

Descriptors—\*Academic Achievement, Educational Attainment, Elementary Secondary Education, Family Environment, \*Fathers, Nuclear Family, One Parent Family, Parent Influence, \*Parent Participation, \*Parent School Relationship, \*Parent Student Relationship, Socioeconomic Influences, Stepfamily, Tables (Data)

Identifiers—\*Noncustodial Parents

Noting the relatively few studies that have examined the individual contributions that mothers and fathers make to their children's schooling, this study examined the extent to which resident (excluding foster) and nonresident fathers are involved in their children's schools, and the influence their involvement has on how their children are doing in school. Information on school involvement was obtained from the parents of 16,910 kindergartners through 12th graders, as part of the National Household Education Survey. Respondents were asked which adults in the household had participated in four types of school activities (general school meeting, scheduled parent-teacher conference, school or class events, volunteer opportunities at the school) and where appropriate, about the children's contact with their nonresident parent and whether the nonresident parent had participated in school activities. Among the findings are the following: (1) in two-parent families the most common activity in which parents participate is a general school meeting such as back-to-school night; (2) fathers in two-parent families are substantially less likely than mothers in either type of family or fathers in single-parent families to participate in the four types of activities; (3) fathers who head single-parent families have school involvement patterns that are very similar to those of mothers who head single parent families; (4) mothers and fathers in both types of families tended to decrease their involvement as children move from elementary to middle to high school; (5) parental involvement in schools is higher for children in families living above the poverty threshold and not receiving federal assistance than in families that experience economic difficulties, and this is true in both two-parent and single-parent families, though the differences are larger in two-parent families; (6) fathers are more likely to be highly involved as mothers' involvement increases, and vice versa; and (7) the involvement of nonresident fathers appears to be particularly important for children in grades 6-12, reducing the likelihood that the children have been suspended or expelled or repeated a grade. (Two appendices include detailed tables on parental involvement by grade level, and adjusted odds ratios for 11 factors included in models of student outcomes. Contains 79 references.) (HTH)

## RC

ED 409 126 RC 020 258

**Northern Enlightenment: A Sharing & Caring Gathering. [Conference Summary; Wasilla, Alaska, April 7-9, 1993].**

Alaska Univ., Fairbanks. Alaska Center for Rural Health.

Pub Date—[93]

Contract—V103/PE00013-01

Note—29p.; Photographs will not reproduce adequately.

Available from—Alaska Center for Rural Health, P.O. Box 81710, Fairbanks, AK 99708-1710 (free).

Pub Type—Collected Works - Proceedings (021)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Alaska Natives, \*American Indian Education, Community Development, Community Services, Cross Cultural Training, \*Culturally Relevant Education, \*Health Education, Health Promotion, Indigenous Personnel, \*Ru-

ral Education, Rural Population, Trainers,

\*Training

Identifiers—Alaska, Healing, \*Indigenous Knowledge Systems, World Views

This synopsis of the gathering of healers and health providers presents a guide for discussion of rural Alaskan training issues. An introduction calls on Alaska's indigenous peoples to draw on their traditions and cultural values to create models for a healthy existence. The Health Education and Training Center (HETC) and its goals for improvement of rural health services and training are briefly described. The conference began with a Medicine Wheel exercise to unite participants, followed by a discussion of group behavioral norms for creating a positive productive atmosphere. Participants then brainstormed to identify 72 rural Alaska training issues, which were framed as questions to encourage discussion. The group prioritized 10 issues: promoting healthy family trainers and community leaders, creating healing workshops, designing cross-cultural training techniques, recognizing healthy empowerment in community development, expanding the circle of Native trainers, increasing trainers' mentoring potential, evaluating presentations for sexuality issues, developing sensitive and responsive institutional training techniques, delineating community expectations of trainers, and acknowledging cultural values related to the healing process. Small groups of participants then compiled recommendations related to the healthy family trainer, indigenous versus colonial world views, cross-cultural education, academic boundaries and use of the community's indigenous knowledge, sociopolitical knowledge necessary for healing, guidelines and basic prerequisites for community development, and contested interests within a societal context of unequal power relations. Comments of keynote speaker Don Coyhis and traditional healer Walter Austin are summarized. (SV)

ED 409 127 RC 020 336

**American Indian Science & Engineering Society 1994 Annual Report.**

American Indian Science and Engineering Society, Boulder, CO.

Pub Date—94

Note—33p.; Photographs will not reproduce adequately.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*American Indian Education, Annual Reports, \*Career Guidance, \*College Preparation, Engineering Education, Higher Education, Inservice Teacher Education, Mathematics Education, Professional Associations, \*Scholarships, Science Education, Secondary Education, Summer Programs

Identifiers—\*American Indian Science and Engineering Society

The American Indian Science and Engineering Society (AISES) nurtures building of community by bridging science and technology with traditional Native values. AISES educational programs provide opportunities for American Indians and Alaska Natives to pursue studies in science, engineering, and other academic arenas. The trained professionals become technologically informed leaders within the Indian community. This annual report describes AISES activities, membership, and funding in 1994. Educational activities included summer academic programs attended by over 300 middle school and high school students at university sites; administering the Dr. Rosa Minoka Hill Fund, which helps American Indian high school students to attend prestigious college prep schools; strengthening college chapters through the AISES College Chapter Enhancement Project; awarding undergraduate and graduate scholarships to over 375 Native students; and conducting the Mathematics Improvement Project to enhance teaching skills of elementary mathematics teachers of American Indian students, the Mathematics/Science Teacher Enhancement Program in six Wisconsin and Michigan communities, and programs at the AISES Environmental Institute in Grant, Colorado. Conferences included the 16th annual national conference and associated High School Day, the American Indian Knowledge Series of conferences,

AISES Leadership Conference, and the National American Indian Science & Engineering Fair. AISES resources include a book catalog; the "First Annual College Guide for American Indians"; a magazine on careers, education, and leadership; a quarterly education newsletter; and guidelines on effective education for American Indian precollege students. Also included is information on AISES awards, college and professional chapters, computer information network, career placement services, donors, advisory boards, and a financial balance sheet. (SV)

**ED 409 128** RC 020 375

McCracken, J. David Peasley, Donald D.

**Rural Ohio School Expenditure and Student Achievement. Special Circular 147.**

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio Agricultural Research and Development Center, Wooster.

Pub Date—Mar 95

Note—22p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Educational Equity (Finance), Elementary Secondary Education, \*Expenditure per Student, \*Rural Schools, \*Rural Urban Differences, \*School District Wealth, School Districts, School Effectiveness, \*School Location, Socioeconomic Status, Suburban Schools, Urban Schools  
Identifiers—Ohio

Four studies examined financial and achievement issues in rural Ohio school districts. Based on both county population and location relative to a metropolitan statistical area, schools were assigned to five location categories: rural, semirural, rural/suburban, suburban, and urban. Study 1 examined financial characteristics of the 73 rural Ohio districts and found that per-pupil expenditures ranged from \$2300 to \$3500, with a median of \$2665, and were a function of both financial effort and financial ability. Study 2, involving all 612 Ohio districts, found that rural/suburban schools had the highest level of student achievement; urban and suburban districts had a greater capacity to generate revenue and expended more financial effort to support schools than did the other three categories; and school location was unrelated to student achievement when financial ability and financial effort variables were controlled. Study 3 looked at standardized test scores for grades 4-9 and found that rural/suburban and urban schools had the highest scores and also the greatest variances. Rural/suburban and suburban schools had nearly equivalent levels of achievement, suggesting that proximity to an urban area may be more important than population density for student achievement. It is noted that rural/suburban schools do more with less than any other category. Study 4 was descriptive in nature and outlined differences between location categories for various measures of financial ability and financial effort. Contains 20 references and 11 data tables and figures. (SV)

**ED 409 129** RC 020 500

Berman, Dene S. Davis-Berman, Jennifer

**Training Adventure Therapists: A Mental Health Perspective.**

Pub Date—93

Note—17p.; Paper presented at the Bradford Institute on Americans Outdoors (Martinsville, IN, November 1993).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Adventure Education, \*At Risk Persons, Educational Needs, Higher Education, Mental Health, Models, Outdoor Education, \*Qualifications, \*Risk, Standards, \*Therapists  
Identifiers—\*Adventure Therapy, \*Training Needs

This paper presents a model for determining appropriate provider qualifications in a variety of adventure settings, in which adventure-based activities are used, but particularly the qualifications and training needs of adventure therapists. The model is based on the premise that the skill and educational needs of providers increase with the physical and

emotional risk associated with adventure activities, with the increased needs of participants, and with program goals. Adventure-based activities are utilized with a variety of populations ranging from emotionally healthy to emotionally unstable. Program goals can reflect recreation, education/enrichment, adjunctive, or therapeutic goals, which require different levels of skills in providers. This model suggests that many people will have the basic educational and technical background needed to provide services to low-risk populations, who are engaged in recreational or educational activities with little or no risk. Few providers will have the requisite education and skill levels to work with high-risk populations, to lead potentially dangerous activities, or to pursue the goal of providing therapy. Strategies for ensuring that providers have all the skills needed for a given situation include partnerships between mental health professionals and experiential educators, cross-training for the two groups, and hybrid training that aims at synthesis. Figures illustrating the model are included. (LP)

**ED 409 130** RC 021 044

**Teaching and Learning. IDRA Focus.**

Intercultural Development Research Association, San Antonio, Tex.

Report No.—ISSN-1069-5672

Pub Date—Apr 97

Note—14p.

Journal Cit—IDRA Newsletter; v24 n4 Apr 1997

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Bilingual Education Programs, Computer Uses in Education, Early Childhood Education, \*Educational Equity (Finance), \*Educational Technology, Elementary Secondary Education, \*Emergent Literacy, Finance Reform, Language Minorities, \*Reading Instruction, \*Reading Motivation, Reading Readiness, Reading Strategies, Reflective Teaching, Student Teachers, Teacher Education

Identifiers—Biliteracy, Intercultural Development Research Association, Sense of Community, \*Texas

This theme issue includes four articles that focus on teaching and learning strategies to benefit all students, including limited-English-proficient, minority, economically disadvantaged, and at-risk students. "Would You Read Me a Story?: In Search of Reading Strategies That Work for the Early Childhood Classroom" (Hilaria Bauer) discusses how educators of the very young need to provide linguistically meaningful and developmentally appropriate learning environments to enable children to become literate and biliterate. "Los Regalos del Cuento: Accelerating Biliteracy with FLAIR" (Juanita C. Garcia) describes how IDRA's Project FLAIR improves literacy and reading skills through an integrated program that motivates children to read and write by helping them discover the simple joy of reading. "Questions and Examples for Technology in Schools" (Joseph L. Vigil) answers teachers' common questions about technology and gives examples of technology uses in education. "Ethical and Other Considerations on Theory and Practice in Bilingual Student Teaching Seminars" (Olga G. Rubio) describes how collaborative, reflective practices lend themselves to creating a sense of community among future bilingual educators. Unrelated to the theme, "School Finance Equity and Property Tax Changes" (IDRA Information Update) describes proposals to change the Texas school funding system and presents criteria to assess whether proposals will improve the quality of education, increase equity, and provide property tax relief. "Growing Interest in Dual Language Programs" is a sidebar that describes these programs' aim to develop high levels of student proficiency in first and second languages. (TD)

**ED 409 131** RC 021 045

**Instructional Technology. IDRA Focus.**

Intercultural Development Research Association,

San Antonio, Tex.

Report No.—ISSN-1069-5672

Pub Date—May 97

Note—18p.

Journal Cit—IDRA Newsletter; v24 n5 May 1997

Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Bilingual Education, Change Strategies, \*Computer Uses in Education, \*Distance Education, \*Educational Change, \*Educational Strategies, Educational Technology, Elementary Secondary Education, \*Internet, Limited English Speaking, Resistance to Change, \*World Wide Web

Identifiers—Texas

This theme issue includes five articles that focus on implementing instructional technology in ways that benefit all students, including limited-English-proficient, minority, economically disadvantaged, and at-risk students. "Cruising the Web with English Language Learners" (Laura Chris Green) presents three scenarios using the World Wide Web in classrooms, and discusses the benefits and barriers to educational uses of the Web. "Schools in the Information Society: Make Children Central" (Felix Montes) presents strategies for embracing the technological revolution as a means to implement the educational changes needed to serve students more effectively. "China and the New Technology" (Jose A. Cardenas) is the story of a frustrated attempt to buy an English-Chinese electronic translator; it makes the point that schools are not properly training students to function in a high-tech society. "A Checklist for Successful Distance Learning" (Charles A. Cavazos) presents 11 tips for teaching distance students successfully based on the principals of knowledge, communication, and interaction. "Technology in Education: Time To Face the Monster" (Josue M. Gonzalez) warns that educators will have to reexamine some basic educational values in order to successfully integrate the technological revolution into education. Sidebars describe how to use the Internet to track federal and Texas state legislation from the proposal stage to policy enactment and provide Internet addresses of 43 Web sites concerned with bilingual education, multicultural education, English as a second language, and English language arts. (TD)

**ED 409 132** RC 021 061

**Public Education in Idaho: Does It Meet the**

**Needs of All Students? A Summary Report.**

Idaho Advisory Committee to the U.S. Commission on Civil Rights.

Spons Agency—Commission on Civil Rights, Washington, D.C.

Pub Date—Nov 92

Note—38p.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Advisory Committees, \*Bilingual Education, Court Litigation, Dropouts, \*Educational Needs, Elementary Secondary Education, Equal Education, Federal Courts, Hearings, Higher Education, \*Hispanic Americans, \*Limited English Speaking, Migrant Education, Multicultural Education, \*Public Education

Identifiers—Commission on Civil Rights, \*Hispanic American Students, Idaho

This report is based on a community forum convened on May 15, 1991, in Twin Falls, Idaho, to obtain information and views on public education in Idaho; its impact on minorities; and, specifically, the high dropout rate of Hispanics, its causes, and possible solutions. Chapter 1 gives the background of a 1979 lawsuit filed by the Idaho Migrant Council against the Idaho State Board of Education. The lawsuit was settled in 1983 when the defendant agreed to implement plans to meet the needs of students with limited English proficiency. However, the state advisory committee to the U.S. Commission on Civil Rights continued to receive complaints alleging a lack of such educational programs. Demographics show that Hispanics are the largest non-White group in Idaho. Chapter 2 consists of summaries of forum presentations by the state superintendent of instruction, local superin-



tendents, principals, teachers, university staff, corporate education and training experts, the director of education for the state correctional institution, and private citizens. The participants addressed the issues of language and cultural differences affecting Hispanics; the urgent need for bilingual, bicultural staff at all levels of education; and the need for a smarter well-educated work force for industry in Idaho. Chapter 3 includes a summary of 24 recommendations proposed by persons appearing before the Idaho Advisory Committee. Appendix A consists of the consent decree and settlement agreement in the aforementioned lawsuit. (TD)

**ED 409 133** RC 021 062

**Educational Opportunities for American Indians in Minneapolis and St. Paul Public Schools.**

Minnesota State Advisory Committee to the U.S. Commission on Civil Rights, St. Paul.

Spons Agency—Commission on Civil Rights, Washington, D.C.

Pub Date—Jul 92

Note—27p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*American Indian Education, \*Charter Schools, Demography, Dropout Rate, Educational Change, \*Educationally Disadvantaged, Elementary Secondary Education, \*Equal Education, Hearings, High Risk Students, Magnet Schools, Multicultural Education, \*Public Schools, School Choice, Urban American Indians

Identifiers—Commission on Civil Rights, \*Minnesota

This report is based on background research and a community forum held in September 1990 in St. Paul, Minnesota, and addresses issues related to equal education for American Indians in Minnesota public schools. Minnesota's Native American population is increasing, is younger than non-Indian Minnesotans, and is becoming more urban than rural. The dropout rate is higher for urban Indians than for rural Indians, and the educational attainment of American Indians still lags behind that of the total population. Most of the report consists of summaries of presentations at the forum from individuals, agencies, educators, state government officials, tribal government officials, and superintendents of school districts. Of central concern was the question of whether equal opportunity in public education means simply equal access to education, or whether it includes the certainty of equal attainment. Some participants called for Indian-controlled separate schools or a separate district to educate American Indian students; others pointed to successful programs within public schools, such as cultural enrichment programs and Native language programs. Chartered schools and magnet schools were recommended as expanding parental choice and providing a means to focus the curriculum on American Indian culture and values. Many participants agreed that however Indians are educated, there must be parental involvement. The appendix is a policy brief presenting policy and legal arguments for separate and for integrated Indian schools. (TD)

**ED 409 134** RC 021 063

**The Retention of Minorities in Colorado Public Institutions of Higher Education: Fort Lewis and Adams State Colleges.**

Colorado State Advisory Committee to the U.S. Commission on Civil Rights, Denver.

Spons Agency—Commission on Civil Rights, Washington, D.C.

Pub Date—Jan 95

Note—75p.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Academic Persistence, \*American Indian Education, College Students, Colleges, Enrollment, \*Equal Education, Hearings, High Risk Students, Higher Education, Hispanic Americans, \*Minority Groups, \*Public Colleges, \*Racial Attitudes, Racial Relations, School

Community Relationship, \*School Holding Power

Identifiers—Adams State College CO, \*Colorado, Commission on Civil Rights, Fort Lewis College CO, Graduation Rates, Native Americans, Student Support Services

Based on background research, interviews, and a public hearing held in Durango (Colorado) in March 1993, this report addresses issues regarding minority retention at Fort Lewis College in Durango and, to a lesser extent, at Adams State College in Alamosa. Due to limited information about Adams State College, none of the recommendations address that institution. The introduction examines demographics for minorities in higher education at the national level and in Colorado. In Colorado, minority participation in higher education follows national trends; rates of enrollment, persistence, and graduation are much lower for African Americans, Hispanics, and Native Americans than for Whites. The next two chapters describe aspects of Fort Lewis and Adams State Colleges respectively, including college history; enrollment, persistence, and graduation rates; minority faculty recruitment; campus and community attitudes; and student support services. Native American students make up 10% of the student body at Fort Lewis, while Hispanics comprise 25% of students at Adams State. The last chapter presents findings and recommendations. Despite commendable retention programs, persistence and graduation rates for Native Americans at Fort Lewis College are well below those of other racial groups at the school, and are approximately half those of Native American students in other Colorado institutions. Recommendations include a holistic approach by the school; enlistment of support from the student body, staff, and faculty; comprehensive cultural sensitivity training for faculty; efforts to recruit minority faculty; enlarged peer and career counseling programs; early recognition of academic successes; and efforts to reduce racial tensions on campus and in the community. (TD)

**ED 409 135** RC 021 065

*Sivell-Ferri, Christine And Others*

**The Four Circles of Hollow Water. Aboriginal Peoples Collection.**

Ministry of the Solicitor General, Ottawa (Ontario).

Report No.—APC-15-CA; ISBN-0-662-25629-8

Pub Date—97

Note—211p.; A publication of the Aboriginal Corrections Policy Unit.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

**EDRS Price — MF01/PC09 Plus Postage.**

Descriptors—American Indian Culture, \*Canada Natives, Child Abuse, Child Rearing, \*Chippewa (Tribe), \*Community Role, Criminals, \*Cultural Context, Culture Conflict, Foreign Countries, Holistic Approach, Incest, \*Intervention, Psychotherapy, Sex Role, \*Sexual Abuse, Sexuality, Victims of Crime

Identifiers—Canada, Cultural Values, \*Healing

This report examines the Community Holistic Circle Healing (CHCH) model, an innovative approach to intervention adopted by the First Nations Hollow Water Community (Canada) for sex offenders, their victims, and their community. The first section, "Ojibwa Circle," overviews traditional Ojibwa culture, sex roles, child rearing practices, and how Native parents traditionally taught their children about sexuality. This section also discusses how European contact and colonization, Christianity, and residential schools contributed to the traumatization of First Nations communities and to the increase in individual and community illness. The second section, "Offenders Circle," describes the characteristics of adult and juvenile sex offenders, methods of assessment, cognitive behavioral therapy for non-Aboriginal offenders, and its applicability to Aboriginal offenders. For example, the non-Aboriginal response is to treat offenders and victims separately, largely neglecting reintegration within the community. However, the people of Hollow Water do not believe that incarceration is effective and opt to treat sex offenders along with their victims within the community.

The third section, "Victim Circle," addresses how individuals are victimized by sexual abuse and how victims and communities react to victimization. This section describes the process of the CHCH model and highlights differences between traditional clinical approaches to treating sexual offenders and CHCH. In the last section, "Hollow Water Circle," personal narratives of individuals who have been closely involved with the development and implementation of CHCH describe how this approach reflects the Ojibwa culture and its values. Each section contains a bibliography, suggested reading materials, and additional resources. (LP)

**ED 409 136** RC 021 077

*Adams, David Wallace*

**Education for Extinction: American Indians and the Boarding School Experience, 1875-1928.**

Report No.—ISBN-0-7006-0735-8

Pub Date—95

Note—405p.

Available from—University Press of Kansas, 2501 W. 15th St., Lawrence, KS 66049 (\$34.95).

Pub Type—Books (010) — Historical Materials (060)

**Document Not Available from EDRS.**

Descriptors—\*Acculturation, \*American Indian Education, American Indians, \*Boarding Schools, Culture Conflict, Educational Experience, Educational History, \*Educational Policy, \*Educational Practices, Elementary Secondary Education, Federal Indian Relationship, Government Role, \*Student Experience, Student Reaction

This book examines how government boarding schools were used for acculturating American Indian youth to "American" ways of thinking and living from 1875 to 1928. Based on government archives, student and teacher autobiographies, and school newspapers, this book proposes that the last "Indian War" was fought against Native American children in the dormitories and classrooms of government boarding schools. The government advocated the removal of Indian children from their homes for extended periods of time in order that white "civilization" could take root while extinguishing Indian culture and any childhood memories of "savagism." Specifically, the book focuses on policy formulation and how reformers and government officials came to look upon education as a central feature of the new Indian policy. A detailed analysis explains how educational policy was translated into institutional practice, describing the entire process whereby Indian agents, school superintendents, teachers, and staff went about the business of "civilizing" Indian youth. Finally, the book describes the educational experiences of Indian students, how Indian students responded to acculturation efforts, and what happened when they returned to their reservation homes. In the end, reformers clearly failed to achieve their objective of assimilation because congressional parsimony never allowed the educational assault to be waged with the intensity that reformers envisioned, and because Indian students were not passive recipients of the curriculum of civilization. The book contains references in chapter notes, photographs, and an index. (LP)

**ED 409 137** RC 021 078

**The State of the South: A Report to the Region and Its Leadership.**

MDC, Inc., Chapel Hill, N.C.

Spons Agency—BellSouth Foundation, Inc., Atlanta, GA.; Ford Foundation, New York, N.Y.; Z. Smith Reynolds Foundation, Inc., Winston-Salem, NC.

Report No.—ISBN-0-9651907-0-6

Pub Date—Apr 96

Note—91p.; Some maps and figures may not duplicate adequately. Funding also received from the Wachovia Foundation.

Available from—MDC, Inc., P.O. Box 17268; or 400 Silver Cedar Court, Suite 300, Chapel Hill,

NC 27516 (\$20).

Pub Type—Information Analyses (070) — Numerical/Quantitative Data (110)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—Adult Education, Census Figures, Education Work Relationship, \*Educational Attainment, \*Educational Status Comparison, Elementary Secondary Education, \*Employment Patterns, Futures (Of Society), Higher Education, \*Income, Migration Patterns, \*Population Trends, Postsecondary Education, \*Poverty, Role of Education, Rural Areas, Rural Urban Differences, Socioeconomic Status  
Identifiers—\*United States (South)

This report analyzes 30-year trends in population, jobs, income, poverty, and education in the South, including comparisons to national trends and projections for the year 2010. The report aims to document the South's success in overcoming poverty and discrimination, draw attention to barriers that block further economic progress, and make recommendations to regional leaders for future goals. States included in the analysis are Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Tennessee, Kentucky, Alabama, Mississippi, Louisiana, Arkansas, Oklahoma, and Texas. The report is based on data from the decennial Census (1970-1990), the March 1994 Current Population Survey, and the Bureau of Economic Analysis (U.S. Department of Commerce). This report concludes that: (1) the region's immediate future requires massive adult education and retraining to cope with an aging workforce and a decline in young workers; (2) the shift away from traditional industries requires that the region pay attention both to creating jobs and to raising income if it expects further progress; (3) demographic trends and inadequate education threaten the South's continued prosperity in an economy that increasingly discriminates against the uneducated and single-parent families; (4) despite substantial improvements in state poverty rates, economic erosion appears in both rural areas and central cities; (5) despite remarkable progress over the past 20 years, too few Southerners finish high school, take postsecondary classes, graduate from college, or earn doctoral degrees; and (6) education is the key to making the South more competitive, with better jobs, higher-skilled workers and stronger businesses. Includes many maps and figures. (LP)

**ED 409 138**

RC 021 079

Grant, Dale F. And Others

**Achievement Motivation in Rural African-American Female High School Honor Graduates. Preliminary Report.**

Pub Date—Feb 97

Note—31p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (20th, Hilton Head Island, SC, February 19-22, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Academic Ability, \*Academic Achievement, Academic Aspiration, \*Black Students, Case Studies, Family Influence, \*Females, \*Friendship, Goal Orientation, \*High Achievement, High School Graduates, High Schools, Peer Influence, School Attitudes, Self Concept, Student Attitudes, \*Student Motivation

Identifiers—\*African Americans, Georgia (Southeast), Kaufman Brief Intelligence Test, Motivational Orientation Scale

This report examines motivational variables and support structures that influenced the success of African American females who graduated with honors from a rural Georgia high school. Case studies focus on the nature of the honor graduates' friendships and the role that friendship may have played in motivating these students to become honor graduates. Subjects were 6 of the 10 African-American females who were 1996 honor graduates. Data were collected from a participant questionnaire and interview protocol; school transcripts; and instruments assessing intelligence, self-concept, motivational orientation, and school attitudes. Participants had ability scores in the average to above average

range and grade point averages ranging from 89.86 to 93.64 percent. Participants perceived themselves to be strongest in the area of behavioral conduct; global self-worth and social acceptance were also very positive. The only domain in which the group mean indicated negative self-perceptions was athletic competence. In addition, participants felt most successful when learning new and interesting things, solving tricky or complex problems, understanding complicated ideas, and thinking. The group agreed that the purposes of schooling were to teach students to overcome obstacles, set high standards and not give up, prepare for challenging jobs, become creative problem solvers, and be imaginative. Although participants reported that they had strong support from parents and other family members, it was the casual yet consistent support from friends that proved to be a critical factor in their pursuit of high academic achievement. Appendices include descriptions of the Self-Perception Profile for Adolescents, the Motivational Orientation Scales, and Scales for Assessing the Purposes of School. (LP)

**ED 409 139**

RC 021 080

Basile, Carole G. Copley, Juanita V.

**The Effect of an Outdoor Nature Investigation Program on Young Children's Ability To Transfer Knowledge.**

Pub Date—Mar 97

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Concept Formation, \*Elementary School Students, \*Generalization, Grade 3, Hands on Science, Learning Strategies, \*Outdoor Education, Primary Education, Problem Solving, Program Effectiveness, Schemata (Cognition), \*Science Education, Teaching Methods, \*Transfer of Training

Identifiers—\*Nature Study

This study examined the effect of using an outdoor nature investigation program on the ability of third-grade students to transfer knowledge. Specifically, the study determined whether the program enhanced students' ability to transfer declarative (facts and concepts), procedural (process skills), and schematic (experience) knowledge to a set of transfer situations. Forty-five third-grade students from an urban elementary school were divided into 2 groups, both of which were taught science by the same teacher in consecutive 7-week units. The main theme of each unit was habitats. The treatment program, used only with the second student group, involved students becoming scientists by reading about a particular topic, posing questions, collecting data in their schoolyard, and analyzing the data by creating graphs and charts. Students were interviewed after watching video vignettes that presented situations requiring generalization from what they had learned during the unit. Results indicate that both groups effectively transferred knowledge to the more similar scenario, but only the group that received the treatment was able to transfer knowledge to the less similar scenario. In addition, the treatment group transferred declarative knowledge better than students in the control group on the more similar problem but not on the less similar problem. The treatment group appeared to transfer procedural knowledge better in both scenarios. Transfer of schematic knowledge appeared to favor the treatment group, but schematic knowledge was low in both groups. Contains 13 references. (LP)

**ED 409 140**

RC 021 082

Weber, Holly A., Ed. And Others

**Wilderness Medicine Newsletter, 1996.**

Wilderness Medicine Newsletter, Inc., Conway, NH.

Report No.—ISSN-1059-6518

Pub Date—96

Note—50p.; For volume 6, see ED 398 001.

Available from—Wilderness Medicine Newsletter, P.O. Box 3150, Conway, NH 03818 (1-year subscription, \$24; 2-year subscription, \$44;

back issues, \$3 each).

Journal Cit—Wilderness Medicine Newsletter; v7 n1-6 1996

Pub Type—Collected Works - Serials (022)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Accident Prevention, Accidents, \*Camping, Emergency Medical Technicians, \*First Aid, Injuries, Medical Education, \*Medical Services, Outdoor Activities, Outdoor Education, \*Rescue, \*Risk Management, Safety, Training, Wilderness

Identifiers—Cellular Telephones, \*Outdoor Leadership

This document consists of the six issues of the "Wilderness Medicine Newsletter" published during 1996. The newsletter addresses the treatment and prevention of medical emergencies in the wilderness and training resources. Issues typically include feature articles, interviews with doctors in the wilderness, conferences and training courses, additional resources, and general information relevant to medical services and outdoor activities. Feature articles in this volume cover cellular phone use by lost or injured parties; pros and cons of thermometer use in the wild; cold injuries; sock selection; eating disorders and responses of the wilderness leader; carbohydrate consumption for endurance; similarities between wilderness medicine and the practice of medicine in developing countries; "immersion foot"; tips on applying for wilderness leader positions; sprains and strains; backcountry water disinfection; choosing over-the-counter pain medication; an update on wilderness medicine training and certification; lightning injuries; the 1996 Mount Everest tragedy; motion sickness; preventing frostbite; and avalanche warning systems. (TD)

**ED 409 141**

RC 021 084

Stack, Carol

**Call to Home: African Americans Reclaim the Rural South.**

Report No.—ISBN-0-465-00809-7

Pub Date—96

Note—245p.

Available from—Basic Books, 10 E. 53rd St., New York, NY 10022-5299; phone: 800-242-7737 (\$21.95).

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—\*Black Family, \*Blacks, Children, Community Action, Elementary Secondary Education, \*Family Life, \*Kinship, Life Style, Poverty, Racial Relations, Relocation, \*Rural Areas, Rural Education, Rural Sociology, Rural Youth, \*Urban to Rural Migration  
Identifiers—African Americans, \*United States (South)

This book relates the story of urban Black Americans choosing to return "home" to the rural South. The book is based on research in rural areas in North and South Carolina, considered the top non-metropolitan areas for Black Americans moving south. By 1975, the U.S. Census Bureau released the first numbers suggesting that the exodus of Black Americans from the southern countryside to the cities of the North and West was over. Black Americans who had spent all or part of a lifetime in large industrial cities were abandoning urban life and moving south, sometimes back to childhood homes. By 1990, the South had regained more than half a million Black Americans who had been lost to northward migration during the 1960s. This book tells the stories of people who traded their city apartments for trailers, old cabins, or brick houses built along southern back roads. Some were pushed, rather than drawn back, by rootlessness, joblessness, and urban decay. Others, made stronger by the uncompromising demands of city life, came home determined to apply the hard lessons they had learned up North to build new lives in the South. Children were often sent home first, either to be cared for by grandparents or to help care for them. This book illustrates the hardships of starting over, of poverty, and of rural life, but it is also relates the story of success, of how people determined to build communities helped to establish the right of Blacks to participate as full citizens in the South. Stories in the early chapters tell of returning home as a per-

sonal and family experience. Stories in the final chapters tell of returning as a process of reclaiming a homeland while responding to social and political challenges, such as community action to provide day care and youth programs. Contains of suggested readings and an index. (LP)

**ED 409 142** RC 021 085

Unrau, William E. Miner, H. Craig

**Tribal Dispossession and the Ottawa Indian University Fraud.**

Report No.—ISBN-0-8061-1896-2

Pub Date—85

Note—224p.

Available from—University of Oklahoma Press, 1005 Asp Ave., Norman, OK 73019-0445; phone: 800-627-7377 (\$32.95).

Pub Type—Books (010) — Historical Materials (060)

**Document Not Available from EDRS.**

Descriptors—\*American Indian Education, American Indian History, Colleges, Educational History, \*Federal Indian Relationship, Higher Education, Treaties

Identifiers—Fraud, Institutional History, Kansas, Missionaries, \*Ottawa (Tribe), \*Ottawa University KS

The Ottawa Treaty of 1862 provided that a 20,000-acre parcel of tribal land be used to endow a school for the benefit of the Ottawa Indians. This book is a case study of manipulation and fraud, whereby the Ottawas were promised a university, paid for most of it, and then lost it in the offices of bureaucrats. Thanks to investigations at several levels of accountability in the 19th century and to the findings of the Indian Claims Commission in the 20th century, the clandestine maneuvers and the misuse of Ottawa resources by enterprising White invaders were recorded in great detail. The story of the Ottawa Indian University fraud is not a simple one; it involved a complex confrontation among Indian traditionalists, Indian nontraditionalists, government officials, territorial and state bureaucrats, educational speculators, and Christian missionaries. The story calls for moral analysis because it was precisely in the name of education and morality (that is, the establishment of a Baptist university) that the fraud took place. However, the involvement of the principal would-be educators in the financial aspects of the university's establishment clouded their judgment and promoted special-interest responses. A major conclusion of the book is that legalism and pragmatism were the intellectual stalking-horses that contributed most to the victory of economic interest over human concerns in the case. Ottawa University is still in operation at its original location about 50 miles southwest of Kansas City, and has recently announced a plan to provide tuition and boarding scholarships to Ottawa tribal members. The book contains references in notes, a bibliography, an index, and photographs. (SV)

**ED 409 143** RC 021 086

Keith, Jeanette

**Country People in the New South: Tennessee's Upper Cumberland. Studies in Rural Culture.**

Report No.—ISBN-0-8078-2211-6

Pub Date—95

Note—304p.

Available from—University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515-2288; phone: 800-848-6224 (cloth: ISBN-0-8078-2211-6, \$45; paper: ISBN-0-8078-4526-4, \$18.95).

Pub Type—Books (010) — Historical Materials (060)

**Document Not Available from EDRS.**

Descriptors—\*Community Control, \*Culture Conflict, Educational Change, Elementary Secondary Education, Family Life, Politics, \*Politics of Education, \*Religion, Resistance to Change, Rural Economics, Rural Education,

School Community Relationship, Social Change, Social History, \*Traditionalism  
Identifiers—\*Rural Culture, Scopes Trial, \*Tennessee (Upper Cumberland)

In the summer of 1925, national attention focused on Dayton, Tennessee, where John T. Scopes was on trial for teaching evolution in violation of state law. The Tennessee "monkey trial" symbolized the confrontation of modern, secular, urban America with conservative, religious, rural America. Although urban journalists and social critics scorned on the latter, this book presents the perspective of country people in Tennessee's Upper Cumberland region. Traditionally these people favored low taxes, minimal government services, and local control of institutions such as churches and schools. During the early 20th century, farmers and town folk fought repeated political battles over the meaning and costs of progress and over control of local institutions. These battles frequently centered on the schools, as the state mandated compulsory education, construction of county high schools (to be paid for by county levies), and modern educational practices. Support for the Tennessee Monkey Law allowed the region to unite in affirmation of religious values at a time when it was increasingly divided by politics, economics, school reforms, and changing social mores. The old ways offered security and survival in an uncertain world. Chapters cover Upper Cumberland farm economics in the 1890s; family characteristics, family life (both reality and religious ideals), and community life; religion and churches; Jeffersonian government in action (politics and social order); arrival of the cash economy with the railroads; struggles over road construction; conflict over school reform and local control; reactions to World War I and the draft; persistence, poverty, and politics; and the family, religion, and politics in the 1920s. The chapter on education (chapter 7) includes information on county enrollments, elementary school graduates, educational practices, and literacy. The book contains references in notes, an extensive bibliography, and an index. (SV)

**ED 409 144** RC 021 087

Havens, Mark D.

**Bridges to Accessibility: A Primer for Including Persons with Disabilities in Adventure Curricula.**

Project Adventure, Hamilton, Mass.

Report No.—ISBN-0-8403-7891-2

Pub Date—92

Note—142p.

Available from—Kendall/Hunt Publishing Co., 4050 Westmark Dr., P.O. Box 1840, Dubuque, IA 52004; phone: 800-228-0810 (\$14).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Tests/Questionnaires (160)

**Document Not Available from EDRS.**

Descriptors—\*Access to Education, \*Accessibility (for Disabled), \*Adventure Education, Attitude Change, Change Strategies, \*Consciousness Raising, \*Disabilities, Equal Education, \*Inclusive Schools, Mainstreaming, Outdoor Education, Teacher Attitudes

Identifiers—\*Attitudes toward Disabled, Outdoor Leadership

This book encourages the inclusion of persons with disabilities in ongoing adventure programs, motivates adventure leaders to learn more about people with disabilities, and assists specialists in advocating for integrated adventure programming. Centered on attitudinal awareness, the book encourages practitioners to want to make their services accessible, not just to react to legislative mandates. Three main ideas presented are that empowerment is the most effective process for facilitating personal growth of all people, that the traditional "clinical/medical model" of specialist training is incomplete, and that the principles behind adventure learning require the encouragement of independence and self-discovery among all participants. Section one describes how individuals with disabilities have been treated throughout history, the factors that have moved our society towards integration, a brief history of accessible adventure programs, rationale for integration, legislative realities, and problems with labeling. Section

two presents an overview of exceptionality with implications for adventure leaders and discusses specific disabilities, with recommendations for practitioners. The disabilities discussed include mental challenges (intelligence, behavior disorders); physical challenges (cerebral palsy, muscular dystrophy, spina bifida, spinal cord injuries, amputations, arthritis, epilepsy, multiple sclerosis); and health and sensory challenges (diabetes, asthma, visual impairments, hearing impairments). Section three challenges adventure programmers to assess their own attitudes concerning inclusion, and provides examples of how to make adventure accessible by adapting the goal-setting process, activities, initiative problems, and ropes course elements. Appendices include resources that can foster integrated adventure experiences, attitude awareness surveys, safety considerations, key definitions, and sample resources for training. Contains a bibliography. (TD)

**ED 409 145** RC 021 088

Campbell, John Martin

**The Prairie Schoolhouse.**

Report No.—ISBN-0-8263-1660-3

Pub Date—96

Note—164p.; Foreword by Tony Hillerman.

Available from—University of New Mexico Press, 1720 Lomas Blvd., N.E., Albuquerque, NM 87131-1591 (cloth: ISBN-0-8263-1659-X, \$60; paper: ISBN-0-8263-1660-3, \$29.95).

Pub Type—Books (010) — Historical Materials (060)

**Document Not Available from EDRS.**

Descriptors—Boards of Education, Educational Facilities Design, Educational History, Elementary Education, \*Farmers, \*Land Settlement, \*One Teacher Schools, Photographs, \*Rural Education, \*Rural Schools, \*School Buildings  
Identifiers—\*Homesteading, Regional History, United States (Great Plains States), United States (Northwest)

This book documents the history of the prairie schoolhouse through text and photographs. The prairie schoolhouse was a product of the Western Homestead Era, those years beginning late in the 19th century when the federally owned grass prairies east of the Rockies and the sagebrush country of the interior Northwest were opened to farming. Homesteading, the process whereby a citizen could acquire a piece of federal land, dates to a U.S. congressional act of 1862. The farmers who came to stake a claim on the prairies wanted their children to be educated. Thus, in regions of abundant homesteads, one-room schools were built every 2-4 miles, usually by the farmers themselves. A single teacher taught grades 1-8. The typical prairie schoolhouse was a simple rectangular structure with a pitched roof having a central ridge, either gabled at each end or hipped. The two major varieties of the prairie schoolhouse, the south and the north prairie styles, were determined largely by climate and the availability of construction materials. Regardless of variety, there were only minor differences in the size of the schoolroom itself and in its arrangement and furnishing. Although resources were scarce and most teachers were not educated beyond the eighth grade, prairie schoolhouses turned out hundreds of thousands of literate teenagers who became functioning members of mainstream U.S. society. The combined effects of the Great Depression and the Dust Bowl drove farmers from their land, and by the early 1950s more than 5 million prairie residents had abandoned their homesteads. Of the thousands of homestead schools that 80 years ago dotted the western prairies, nearly all have disappeared, and most of those remaining have fallen to ruin. The 60 photographs in this book document remains of prairie schoolhouses and homestead structures in Washington, Oregon, Montana, Colorado, Nevada, New Mexico, North Dakota, South Dakota, and Nebraska. Contains a bibliography. (LP)

**ED 409 146** RC 021 097

Clegg, Luther Bryan, Ed.

**The Empty Schoolhouse: Memories of One-Room Texas Schools. The Centennial Series**



of the Association of Former Students, Texas A&M University, Number 68.  
Report No.—ISBN-0-89096-749-0  
Pub Date—97  
Note—244p.

Available from—Texas A&M University Press,  
Drawer C, College Station, TX 77843-4354  
(\$24.95).

Pub Type—Books (010) — Historical Materials  
(060) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Educational History, Educational Practices, Elementary Secondary Education, Family Life, Higher Education, \*One Teacher Schools, Oral History, Primary Sources, Reminiscence, Rural Education, \*Rural Schools, School Community Relationship, Small Schools, \*Student Experience, Teacher Education, Teacher Student Relationship, \*Teaching Experience

Identifiers—\*Teacher Community Relationship, \*Texas (West)

This book relates the experiences of students and teachers who spent their days in one- and two-room schoolhouses in West Texas during the first half of the 20th century. The book is based on interviews with 77 people and is divided into two sections: student recollections and teachers' memories. Former students reflect on school facilities, the hardships they endured traveling to school, their relationship with teachers, school discipline policies, recess and recreation, and family life. Former teachers reminisce about their own education, teaching methods, curriculum, their relationship with students, and their status in the community. Rural schools in West Texas were controlled by trustees, and schools functioned as the center of educational, social, political, and religious activity. School sessions were often irregular and based on the availability of funds for a teacher or on the weather and farm work. Curriculum reflected the values of a rural society, with emphasis placed on reading, spelling, handwriting, and arithmetic, as well as moral upbringing. For most students and teachers, getting to school was an ordeal: many walked several miles or rode horses or mules. Frequently, teachers were boarders, sharing a room and sometimes a bed with a stranger. In addition, teachers were often expected to help the host family with cooking, child care, and household chores. The rise and fall of the rural school in West Texas reflected the rise and fall of population patterns. As people settled the area, more schools were needed. With the coming of automobiles and mechanization, small school districts were no longer necessary and the move toward consolidation began. Includes photographs, a selected bibliography, information on interviewees, and an index. (LP)

ED 409 147 RC 021 098

**A Survey of Timber Impacted Schools and Communities in Southeast Alaska.**

South East Regional Resource Center, Juneau, Alaska.

Pub Date—97

Note—29p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Children, \*Economic Impact, Educational Needs, Elementary Secondary Education, Financial Problems, \*Lumber Industry, Lunch Programs, \*Reduction in Force, Rural Areas, \*Rural Education, School Business Relationship, Unemployment

Identifiers—Aid to Families with Dependent Children, \*Alaska (Southeast), \*Forest Service, Tongass National Forest AK

This survey examines the impact of reduced timber harvests and mill closures by the U.S. Forest Service on timber-dependent schools and communities in the Tongass National Forest in southeast Alaska. One purpose was to recommend educational programs and services that are necessary to remediate these impacts on children. Between 1990 and 1995, southeast Alaska lost 45 percent of its logging and mill jobs due to cutbacks implemented by the U.S. Forest Service. On-site visits to 10 communities and schools in areas affected by the cutbacks included meetings with local school

administrators and other school staff as well as community officials and social service personnel. Information obtained from state agencies indicates that unemployment due to cutbacks resulted in increases in social services caseloads and in the number of children who qualified for free and reduced price lunches. The social and economic consequences of cutbacks in logging and mill closures must be fully recognized, particularly how these changes affect children. It is likely that children in deteriorating communities will experience such social problems as drug and alcohol problems, delinquency, teen pregnancy, and school withdrawal. Recommendations include: (1) initiating programs to help children and their families in timber-impacted communities cope with stress, poor nutrition and health, and other problems associated with unemployment or fear of job loss; (2) requiring the U.S. Forest Service to implement a financial hold-harmless policy that covers the fiscal impact of U.S. Forest Service decisions on local schools in the Tongass National Forest; (3) strengthening vocational education and training programs for timber-impacted communities in southeast Alaska; and (4) increasing the funding for programs serving unemployed adults and school dropouts in southeast Alaska. Includes figures illustrating regional statistics for timber-related jobs lost, increases in welfare, and increases in free and reduced price lunch costs. (LP)

ED 409 148 RC 021 101

Outlaw, Mary E.

**Moving Beyond the Status Quo: Narrative of the Sharecropper's Daughter.**

Pub Date—27 Mar 97

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Note Available from EDRS.

Descriptors—Academic Achievement, Achievement Need, \*Blacks, Case Studies, \*Educational Attainment, Educational Attitudes, Educational Experience, Elementary Secondary Education, Family Role, \*Females, Higher Education, \*Mother Attitudes, Parent Child Relationship, \*Parent Influence, Poverty, Rural Education, \*Student Motivation, Success

This case study examines factors that enabled a black female to achieve a significantly higher educational status than her parents. "Susie" was born in 1942 to parents who were poor sharecroppers. Her family included an older sister and three younger siblings. Out of concern for their oldest child who was handicapped, Susie's parents decided that Susie would walk the 3 miles to school with her sister. As a result, Susie attended a multigraded school for a full year before beginning first grade. In fifth grade, Susie received the highest score on an achievement test. When Susie reached eighth grade, her family moved and she and her siblings had to walk 3 miles to catch the bus to the high school 15 miles away. This change in school and location widened Susie's horizons, as she was exposed to students from various socioeconomic backgrounds. She went on to graduate 4th in a class of 66. In college, she was competing with an even greater variety of students than in the city high school. Susie met this challenge by completing bachelor's, master's, and educational specialist degrees. The attitude of Susie's parents toward schooling and education played a significant role in her motivation to achieve. Though her mother and father had only an elementary school education, they desperately wanted their children to have more opportunities than they had. Susie's mother was a role model for her children; worked hard all of her life; and was actively involved in church, school, and community. Susie retired after 30 years in public education and is on the boards of numerous volunteer organizations. This case study demonstrates the specific family attitudes, events, and experiences that contributed to an individual's success. (LP)

ED 409 149 RC 021 102

Suarez-Orozco, Carola Suarez-Orozco, Marcelo

**Transformations: Immigration, Family Life, and Achievement Motivation among Latino Adolescents.**

Report No.—ISBN-0-8047-2551-9

Pub Date—95

Note—285p.; Published by Stanford University Press.

Available from—Cambridge University Press, 110 Midland Avenue, Port Chester, NY 10573; phone: 800-892-7432. (cloth: ISBN-0-8047-2550-0, \$45; paper: ISBN-0-8047-2551-9, \$16.95).

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—\*Acculturation, \*Achievement Need, \*Adolescents, Anglo Americans, Ethnic Bias, Ethnicity, \*Family Influence, Family Relationship, \*Immigrants, Immigration, Mexican American Education, \*Mexican Americans, Mexicans, Middle Schools, Peer Influence, School Attitudes, Secondary Education, Secondary School Students, Stranger Reactions, Student Attitudes, Student Motivation

Identifiers—\*Hispanic American Students, Latinos

Focusing on the ethnic identity and achievement motivation of adolescents, this book reports on a study of Mexican-origin and Anglo American adolescents and sets it in sociopolitical, theoretical, ethnohistorical, and demographic contexts. The opening chapters examine public malaise over immigration and ethnic diversification in the United States and Europe; the limitations of methodologies in social science research and the need for using a variety of methodologies in ethnography; and the demographic, social, economic, and cultural characteristics of U.S. Latinos. The heart of the book is a study of four groups of adolescents: Mexicans in Mexico, Mexican immigrants to the United States, U.S.-born children of Mexican immigrant parents, and mainstream Anglo Americans. The 189 subjects, aged 13-18, attended public middle schools or high schools. Psychological instruments, including one that elicited personal narratives, were used to examine familism, family conflict, peer influence, attitudes toward authority and school, achievement motivation, and self-concept. All three Mexican-origin groups had higher levels of familism than did Anglo adolescents. Compared to Mexicans and Mexican immigrants, Anglo American adolescents had lower achievement motivation and greater ambivalence toward authority and schooling, concerns with autonomy, family conflict, and peer group orientation. Second-generation Mexican Americans were transitional, revealing strong family orientation but lower achievement motivation. Expectations of immigrants and Mexican Americans were strongly affected by societal hostility and discrimination. An epilogue considers California's Proposition 187 and the particularly poisonous effects of xenophobia on children. Appendix includes statistical tables. Contains an extensive bibliography and an index. (SV)

ED 409 150 RC 021 103

Worham, Stanton

**Language, Identity and Educational Success: An Ethnographic Study of Spanish-Speaking Children in Rural America.**

Pub Date—Mar 97

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Aspiration, Community Relations, Context Effect, Educational Attitudes, Elementary Secondary Education, Ethnic Relations, Ethnicity, Ethnography, Family Influence, \*Family Life, Limited English Speaking, Mexican Americans,

\*Rural Areas, \*School Attitudes, \*Sex Differences, \*Small Towns, \*Spanish Speaking Identifiers—Hispanic American Students, \*Latinos

An ethnographic study examined the role of language, discrimination, and aspirations in the school success of Latino students in a small rural town. The town, located about 1,000 miles from Mexico and about 200 miles from any sizeable Latino community, contains about 200 Latinos. Almost all are Mexicans or Mexican Americans and have come to work at a local meat processing plant. About 50 Latino children attend local schools; 20-40 percent have limited English proficiency, but many of the rest have trouble with academic English. Observations concerning Latino attitudes toward community and schools, family life, acculturation, language usage and attitudes, community attitudes toward Latinos, school treatment of Latino students, and educational aspirations demonstrate that Latinos in this town share linguistic and cultural patterns with other U.S. Latinos and have similar educational aspirations. They live in a different social environment, however, and suffer less discrimination, leading researchers to expect greater school success. Unexpectedly, Latino outcomes have been influenced by a longstanding local Anglo pattern of female student success and male student failure. Apparently, Latinos have picked up and intensified this pattern because of factors peculiar to their situation: Latino sex role patterns and working-class stereotypes of male behavior. The findings illustrate the context-dependent character of Latino school success. Contains 21 references. (SV)

ED 409 151

RC 021 104

Bates, Cliff

**Alaska Native Education: Some Recommendations from This Corner.**

Pub Date—Jun 97

Note—22p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Alaska Natives, \*American Indian Education, Cognitive Style, Culturally Relevant Education, \*Culture Conflict, \*Educational Needs, Elementary Secondary Education, \*Eskimos, Higher Education, Oral Language, \*Rural Education, Spatial Ability, Teacher Education, Verbal Ability  
Identifiers—\*Alaska

Based on a literature review and the 20 years experience of an Alaskan teacher and administrator, some recommendations are proposed to improve education in rural Alaska school districts with Alaska Native students, particularly Yup'ik Eskimos. Currently such school districts have an education system similar to that found throughout the United States and do not take into account the Native culture and heritage. Social and educational indicators show that rural Alaska schools are often not graduating individuals with adequate skills and attitudes. While there is no single definition of what constitutes success, a goal is suggested for rural schools: to graduate students who are confident and capable individuals, whether living in the traditional culture or the global society. To work toward this goal, recommendations are offered in the areas of oral language, intellectual strengths, instruction, and educator training. Eskimo children live in a world without print where the culture emphasizes learning through observation rather than verbal explanations. To provide a foundation for reading and writing, schools must emphasize oral language development for Native students in the early grades. Schools should build on the strengths that Eskimo children consistently demonstrate: superior perceptual skills and spatial ability. Instruction could be improved by matching student learning styles and by moving to an ungraded elementary program. Finally, teachers must receive special training to understand the situation and meet student needs in rural Alaska schools. Contains 24 references. (SV)

ED 409 152

RC 021 105

Sanderson, Priscilla Lansing And Others

**Independent Living Outcomes for American Indians with Disabilities: A Needs Assessment.**

**ment of American Indians with Disabilities in Northwest New Mexico—Cibola and McKinley Counties.**

Northern Arizona Univ., Flagstaff. American Indian Rehabilitation Research and Training Center.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Report No.—ISBN-1-888557-69-9

Pub Date—96

Contract—H133B30068

Note—127p.

Available from—American Indian Rehabilitation Research and Training Center, Northern Arizona University, Institute for Human Development, P.O. Box 5630, Flagstaff, AZ 86011 (\$5).

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—\*American Indians, \*Disabilities, \*Human Services, \*Independent Living, Interviews, Navajo (Nation), Needs, Needs Assessment, Pueblo (People), Rehabilitation

Identifiers—\*Access to Services, \*New Mexico (Northwest), Personal Assistance (of Disabled)

Interviews were conducted with 32 American Indians with disabilities in Cibola, McKinley, and San Juan counties, New Mexico. The study sought to identify the needs of northwest New Mexico American Indians with disabilities with regard to independently carrying out daily living activities. With an average age of 49, interviewees frequently reported blindness, hearing impairments, and hypertension as disabling conditions. The most numerous tribal affiliation was Navajo (75 percent), followed by Zuni and Laguna. Interviewees described their experiences with services needed and received in the past year. A lack of knowledge about services was one of the most common barriers to receiving services. Of 32 responses regarding personal assistance services, 23 interviewees indicated that someone, usually a family member, assisted them with daily activities. Interviewees' most important concerns were service providers' involvement of family members and extended family members in rehabilitation services, the need to feel safe in home and neighborhood, the desire for the Indian community to understand its disabled members' needs, and the need for information about legal rights and self-advocacy. Two community meetings were held to review preliminary findings. Community concerns included funding needs of community-based consumers and service providers, access to cultural activities, and lack of action by tribal leaders. Includes recommendations to state and tribal agencies and the interview instrument. (Author/SV)

ED 409 153

RC 021 106

Sanderson, Priscilla Lansing And Others

**Independent Living Outcomes for American Indians with Disabilities: A Summary of American Indian Independent Living Consumer Data.**

Northern Arizona Univ., Flagstaff. American Indian Rehabilitation Research and Training Center.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Report No.—ISBN-1-888557-68-0

Pub Date—96

Contract—H133B30068

Note—78p.

Available from—American Indian Rehabilitation Research and Training Center, Northern Arizona University, Institute for Human Development, P.O. Box 5630, Flagstaff, AZ 86011 (\$7).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—\*American Indians, \*Client Characteristics (Human Services), \*Disabilities, \*Human Services, \*Independent Living, Navajo

(Nation), \*Rehabilitation, State Agencies, Surveys

Eleven rehabilitation/independent living counselors in 5 states and the Navajo Nation completed consumer data summary questionnaires on 121 American Indian clients receiving independent living services. The clients lived in Arizona, California, New Mexico, South Dakota, Texas, Colorado, and Utah; 48 were served by the Navajo Nation vocational rehabilitation (VR) project, the only tribal VR project at the time. Counselors supplied demographic information about each consumer, as well as information on referral, disabilities, functional limitations, services provided, outcomes, and closure. Data analysis consisted primarily of a descriptive summary, subdivided by state. Differences in implementation of state plans for independent living created difficulties in data collection. Educational information revealed that 16 percent of clients had 6 years or less of formal education, and half of these had no education at all. The most common goals requested by clients at referral were self-care and mobility. Multiple goals were common. A majority of consumers were not working. The top four independent living services provided to consumers were the four core services required by Title VII of the Rehabilitation Act: information and referral, peer counseling, individual and systems advocacy, and independent living skills training. Service providers rarely had a person specifically assigned to provide outreach services to American Indians. Services were initiated for 66 cases, and closure information was available for 49 cases, of which 77 percent achieved client goals. Includes 28 data tables and the survey questionnaire. (Author/SV)

ED 409 154

RC 021 107

Marshall, Catherine A. And Others

**An Examination of the Vocational Rehabilitation Needs of American Indians with Behavioral Health Diagnoses in New York State. Final Report.**

Northern Arizona Univ., Flagstaff. American Indian Rehabilitation Research and Training Center.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Report No.—ISBN-1-888557-70-2

Pub Date—96

Contract—H133B30068

Note—129p.

Available from—American Indian Rehabilitation Research and Training Center, Northern Arizona University, Institute for Human Development, P.O. Box 5630, Flagstaff, AZ 86011 (\$10).

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01/PC06 Plus Postage.

Descriptors—Action Research, \*American Indians, \*Delivery Systems, \*Disabilities, Human Services, \*Mental Disorders, \*Public Agencies, Substance Abuse, \*Vocational Rehabilitation

Identifiers—Barriers to Participation, \*New York, Service Delivery Assessment

A participatory action research project examined vocational rehabilitation (VR) services provided in New York State to American Indians with behavioral health diagnoses, including dual diagnoses involving substance abuse. In 1991, the New York public VR system had 81 American Indians apply for VR services (only 2.8 percent of American Indians with disabilities that prevent them from working). Of the 81, 43 were accepted for services and 16 of these had a behavioral health diagnosis. Eight persons with such a diagnosis were closed as rehabilitated. A substantial number of American Indians who applied for VR services "refused services" at application or after eligibility was determined. Other data include a review of documentation on public agency cooperation and service delivery to disabled American Indians in New York; a summary of databases about this population, including those of the U.S. Census, Office of Mental Health, and office of Vocational and Educational Services for Individuals with Disabilities (VESID); and interviews with program clients, service providers

on an Indian reservation, and VR agency staff. The project's "action" component was dissemination of research and training information at a statewide 2-day symposium in November 1995 in Syracuse, New York. Results indicate that while a comprehensive and integrated delivery system exists on paper, it fails to reach the service population studied. Recommendations focus on needs for aggressive outreach, cultural awareness, and greater program accountability. Contains 35 references. Appendices include data tables on disabled American Indians in New York and an annotated bibliography of literature available from VESID. (SV)

**ED 409 155** RC 021 108

Marshall, Catherine A. Johnson, Mikel

**The Utilization of the Family as a Resource in American Indian Vocational Rehabilitation Projects (Section 130 Projects). Final Report.**

Northern Arizona Univ., Flagstaff. American Indian Rehabilitation Research and Training Center.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—96

Contract—H133B30068

Note—107p.

Available from—American Indian Rehabilitation Research and Training Center, Northern Arizona University, Institute for Human Development, P.O. Box 5630, Flagstaff, AZ 86011 (\$9).

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC05 Plus Postage.**

Descriptors—\*American Indians, Community Services, \*Disabilities, \*Family Involvement, Program Attitudes, \*Rehabilitation Programs, \*Reservation American Indians, Social Support Groups, Surveys, \*Vocational Rehabilitation

Identifiers—Barriers to Participation, Training Needs, Tribal Management

Surveys of tribal program directors and staff examined the extent to which American Indian vocational rehabilitation (VR) (Section-130) projects used the family and other natural support systems to provide comprehensive rehabilitation services to transition age adolescents and adults with disabilities. Responses were received from directors of 18 of 22 Section-130 projects existing in 1994 and from 36 staff members working in 15 tribal VR projects. The director survey found that 40 percent of projects were administered by tribal departments of education, 90 percent of directors encouraged family involvement, projects served an average of 82 clients per year, and the most common disabling condition (40 percent) was alcohol or substance abuse. The median unemployment rate was 49 percent, and employment opportunities were concentrated in service areas. Among staff respondents, 83 percent were American Indian or Alaska Native. A third of the staff had worked in VR for less than 1 year, and none was a certified rehabilitation counselor. Direct services staff saw an average of 36 clients. The top three family-related services reported were transportation services, home visitation, and information about the disabling condition. Barriers to family involvement included lack of transportation, lack of knowledge about the VR process, and lack of time. Directors were much more likely than staff to support statements about institutional capacity for family involvement. Identified needs included increased funding, more outreach staff, greater space allotment in facilities, and staff and family training. Contains 21 references. Appendices include survey instruments. (SV)

**ED 409 156** RC 021 109

Marshall, Catherine A. And Others

**Vecinos y Rehabilitación: Assessing the Needs of Indigenous People with Disabilities in Mexico. Final Report [English Version] = Vecinos y Rehabilitación: Evaluación de las Necesidades de los Indígenas con Dis-**

**capacidades en Mexico. Reporte Final [Version en Español].**

Northern Arizona Univ., Flagstaff. American Indian Rehabilitation Research and Training Center.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—96

Contract—H133B30068

Note—255p.

Available from—American Indian Rehabilitation Research and Training Center, Northern Arizona University, Institute for Human Development, P.O. Box 5630, Flagstaff, AZ 86011 (\$10, specify English or Spanish version).

Language—English, Spanish

Pub Type—Reports - Descriptive (141) — Multilingual/Bilingual Materials (171)

**EDRS Price — MF01/PC11 Plus Postage.**

Descriptors—Access to Education, \*American Indians, Community Services, \*Disabilities, \*Educational Needs, Elementary Secondary Education, Employment, \*Employment Problems, Family Involvement, Foreign Countries, Indigenous Populations, Mexicans, Needs Assessment, \*Rehabilitation, Research Needs, Rural Areas

Identifiers—\*Access to Services, \*Mexico (Oaxaca), Training Needs

Available in English and Spanish, this document reports on a survey of the circumstances and needs of disabled indigenous people in Oaxaca state, Mexico. Assisted by a Oaxaca disabilities consumer organization and an advisory committee of government officials, health care educators, community service providers, and indigenous people with disabilities, U.S. researchers conducted the project to determine the feasibility of research and training projects for disabled indigenous people in Mexico and to initiate information exchange in Mexico involving experts in rehabilitation and Native peoples. A culturally sensitive survey instrument was developed and administered to 232 indigenous adults and children with disabilities in rural and urban areas of Oaxaca state. Results indicate a great need for education, rehabilitation, and employment. The majority of adult respondents had no education or had attended only elementary school; most school-age children with disabilities were not in school. Rehabilitation services were much more available in urban areas than in rural areas and involved medical rehabilitation or physical therapy. Vocational rehabilitation services did not exist. However, respondents indicated great interest in the development of community education programs, family education programs, and vocational rehabilitation. Most adult male respondents, but only a third of adult females, were employed, often marginally. Recommendations are offered for future international research. Contains 26 references. Appendices include a conference program, three presentations, and a summary of roundtables at the Dia Internacional del Discapacitado conference held in December 1995. (SV)

**ED 409 157** RC 021 112

Martin, Shane P.

**Cultural Diversity in Catholic Schools: Challenges and Opportunities for Catholic Educators.**

National Catholic Educational Association, Washington, D.C.

Report No.—ISBN-1-55833-184-0

Pub Date—96

Note—94p.

Available from—National Catholic Education Association, Publication Sales Office, 1077 30th St. NW, Suite 100, Washington, DC 20007-3852 (\$10 members; \$13 nonmembers).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Information Analyses (070)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—Catholic Educators, \*Catholic Schools, Christianity, Cultural Awareness, \*Cultural Pluralism, \*Culturally Relevant Education, Diversity (Student), Educational Environment, Elementary Secondary Education, Inservice Teacher Education, Minority Groups,

\*Multicultural Education, Racial Bias, School Culture, \*Teacher Student Relationship, \*Values

Identifiers—Institutional Racism, Reflective Practice

This book examines sociocultural factors that affect teaching and learning in today's Catholic elementary and secondary schools. The first chapter, "Cultural Diversity: An Important but Problematic Issue," discusses how demographic and societal changes have created a greater need for cultural diversity in education, and stresses the ambiguities inherent in addressing this diversity. The second chapter, "The Success of Catholic Education: Impressive and Still Able To Be Better," recounts the success of Catholic schools in building community, outlines the sociocultural theory of learning, and highlights the challenges to developing culturally sensitive pedagogy and a welcoming school culture. This chapter also addresses the importance of recognizing the school's hidden curriculum, hiring an ethnically diverse faculty and staff, and being aware of aspects of institutional racism. The third chapter, "The Catholicity of Our Schools: Making the Gospel Concrete," suggests that Catholic schools build on their tradition of Gospel values to explore opportunities for incorporating cultural diversity in their schools. Appendices include suggestions for professional development and faculty inservice workshops that use focus questions to promote reflection on cultural diversity, 43 additional resources for educators interested in cultural diversity, and 36 Internet addresses concerning cultural diversity. Contains endnotes and 116 references. (TD)

**ED 409 158** RC 021 114

**Changing Faces of Reform. Proceedings of the Annual Rural & Small Schools Conference (18th, Manhattan, Kansas, October 27-28, 1996).**

Kansas State Univ., Manhattan. Center for Rural Education and Small Schools.

Pub Date—Oct 96

Note—39p.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Abstracts, \*Educational Change, \*Educational Strategies, Elementary Secondary Education, \*Internet, \*Rural Education, \*Rural Schools, School Activities, School Administration, \*Small Schools, Student Development, Superintendents, Teaching Methods

This proceedings contains abstracts of 21 presentations. Titles and presenters are: "Teaching and Learning in Multiage Classrooms" (Laura Blevins and others); "Leadership, School Reform and the Rural School Superintendent" (Mike Boone); "Teaching English as a Second Language from Theory to Practice" (Mingsheng Dai); "A Guide for Central Office Leaders for Implementing Systemic Continuous Improvement" (Kathy Dale, Alfred P. Wilson); "The Greening of a School District" (Kathy Dale, Alfred P. Wilson); "Character Construction Crew" (Bob Goodwin and others); "What the 'Arts in Education' Program Can Do for Your School: The Case of Wayne Wildcat" (Jim Hillesheim, Eric Hayashi, Wayne Wildcat); "After School Achievement" (Scott Hills); "Stakeholders' Evaluation of Rural/Small Schools" (Jerry G. Horn); "Preparing for the Changing Workplace: Helping Students Learn To Manage Their Careers" (Kenneth F. Hughey); "Communicating on the Web: Designing Pages for Visual Clarity" (Nancy Nelson Knupper and others); "Harnessing the Internet: Applying Its Power to Rural Schools" (Nancy Nelson Knupper); "Creating Cross-Platform Multimedia: Potentials and Pitfalls" (Judy E. Mahoney, William J. Rust); "The Increase of Anti-School Behavior and Its Effect on Rural Classrooms" (Marjorie B. Pace, J. E. Potterfield); "Ethnic Groups, Diversity and Multicultural Understanding" (Richard Rangel); "Preparing Rural School Administrators" (Jan Reynolds); "Ethical Considerations of Internet Access" (Tweed W. Ross); "Alternate Education in Rural Communities" (Kerry Sachetta, David Rockers); "Developing Responsible Students: A Team Approach" (Frank Shaughnessy); "Population Change and Its Effect on Rural and



Small Schools" (G. Kent Stewart); and "Process Skills in Secondary Family and Consumer Sciences Curriculum" (Sally J. Yahnke). Presenters' institutional affiliations are included. (SV)

## SE

ED 409 159 SE 058 432

Cronkrite, Louella. And Others

**Going Global: Science Issues for the Junior High.**

World Citizens Centre, Lethbridge (Alberta); Alberta Global Education Project, Edmonton.

Spons Agency—Alberta Dept. of Education, Edmonton; Alberta Teachers Association, Edmonton; Canadian International Development Agency, Ottawa (Ontario).

Pub Date—95

Note—166p.

Available from—Alberta Global Education Project, 11010-142 Street, Room 504, Edmonton, AB T5N 2R1, Canada.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—\*Conservation (Environment), Cooperative Learning, Energy, \*Environmental Education, Food, Foreign Countries, \*Global Approach, \*Interdisciplinary Approach, Junior High Schools, Learning Activities, Natural Resources, Teaching Guides, Water

Identifiers—Biological Diversity

This book contains a unit on science and global education that is designed to enable students to gain a practical understanding of the world they live in and the confidence to take appropriate action as responsible global citizens. This unit emphasizes cooperative learning that is experiential and participatory. Teachers and students are encouraged to explore the interconnections between global concerns such as food supply, biodiversity, resource use and distribution, water, and energy. Some of the activities explore connections between traditionally defined subject areas. The activities serve as models of how to integrate global education into the science program. The unit is divided into four sections: (1) Water and the Environment; (2) Living Things and Biodiversity; (3) Energy and Resources; and (4) Food Supplies. Each section contains activities and suggestions for further study along with background information on the theme. Because these themes reemerge over the three junior high school years, the activities can be used with increasing sophistication depending upon the grade level and characteristics of the students with whom they are being explored. For each activity or group of activities, there is also a statement about the curricular fit with the Alberta Program of Studies in Canada. (JRH)

ED 409 160 SE 059 005

Martin, Sue. And Others

**FCCSET/DOE 1993 Summer Institutes. Evaluation Report.**

National Center for Improving Science Education, Andover, MA.

Spons Agency—National Science Foundation, Arlington, VA.; Office of Science and Technology Policy, Washington, DC. National Science and Technology Council.

Pub Date—Dec 94

Contract—SED-9255370

Note—104p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Educational Strategies, Elementary Secondary Education, \*Hands on Science, \*Knowledge Base for Teaching, Professional Development, \*Science Laboratories, \*Science Teachers, \*Teacher Education

Identifiers—\*Subject Content Knowledge

This document reports on the evaluation study of the Federal Coordinating Council for Science, Engineering, and Technology (FCCSET) 1993 Summer Institutes that provided opportunities for teachers from around the country to participate in hands-on education programs in areas such as envi-

ronmental and ecological studies, material science, space research, and alternative energy and conservation studies. Part I of the report details the findings of the evaluation study. The Institutes provided significant enrichment in science and related content areas but did not explore innovations in instruction or reflect current research on theories of learning. Part II of this report addresses the follow-up projects that were intended to support teachers as they transferred their new knowledge to the classroom and provide them with additional materials and equipment. Part III details the recommendations resulting from the evaluation study of the Summer Institutes and the follow-up projects. Recommendation themes include program administration, promoting a new vision of classroom teaching and learning, teacher development and program activities, follow-up, teacher leadership and responsibility, and program evaluation. Appendices contain data collection methods and survey instruments. (JRH)

ED 409 161 SE 060 085

Burgstahler, Sheryl

**Tips for Science Teachers Having Students with Disabilities.**

Pub Date—97

Note—14p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Educational Strategies, Elementary Secondary Education, \*Learning Disabilities, Physical Disabilities, \*Science Instruction, Teaching Guides, Teaching Methods

This document highlights strategies for teaching science students with common learning disabilities. For each learning disability listed, there are sections on courtesy and several teaching methods with mitigative teaching strategies. Highlighted disabilities include Attention Deficit Disorder (ADD), Emotional Disabilities, Epilepsy, Hearing Impairments, Motor/Orthopedic Impairments, Learning Disabilities, and Vision Impairments. Among some recommended strategies discussed are teacher presentation, laboratory (active and passive), group interaction and discussion, research, testing, field experiences (active and passive), reading, and assistive devices, services, and materials. (JRH)

ED 409 162 SE 060 296

Brinker, Laura

**Using Structured Representations To Solve Fraction Problems: A Discussion of Seven Students' Strategies.**

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—Mar 97

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Algorithms, Arithmetic, \*Cognitive Processes, \*Concept Formation, Educational Strategies, \*Fractions, Grade 4, Grade 5, Intermediate Grades, \*Knowledge Representation, Mathematics Activities, Mathematics Instruction, \*Problem Solving, Ratios (Mathematics)

This paper describes how a target group of seven students in a combined fourth and fifth grade mathematics class used structured representations to solve fraction problems situated within various realistic contexts. Emphasis is given to the ways in which students' thinking about rational number concepts influences and is influenced by the students' use of two structured representations. The first structured representation was a set of fraction strips the students used as a manipulative. The other structured representation was a ratio table, a pictorial model used flexibly by most of the students. Findings indicate that most of the target students did not connect their symbolic procedures to the underlying concepts, particularly when they tried to write formal addition sentences using the fraction strips. The findings also suggest that the ratio table afforded more opportunities for the students to apply their informal knowledge of fractions as quantities. Contains 28 references. (DDR)

ED 409 163 SE 060 297

Yamamoto, Karen N.

**Against All Odds: Tales of Survival of the Foundational Approaches in Science Teaching (FAST) Project.**

Pub Date—27 Mar 97

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Curriculum Development, \*Educational Change, Educational Resources, Educational Strategies, Evaluation, High Schools, Innovation, Intermediate Grades, Middle Schools, \*Professional Development, Science Course Improvement Projects, \*Science Curriculum, Teaching Methods

Identifiers—\*Foundational Approaches in Science Teaching

The Foundational Approaches in Science Teaching (FAST) is an interdisciplinary science program that began as a curriculum reform effort in the mid-1960s. This historical study provides insights into the FAST project and contributes to an understanding of the dynamics of survival of curricular and instructional innovations. Data collection methods included document analysis, interviews, and observations. Topics highlighted in the results include resources for curriculum development and professional development, the FAST curriculum development process, FAST professional development strategies, and FAST and educational reform. It was concluded that in effect, the FAST project survived because it had the organizational support of an extremely stable lab school research-based unit, steady state funding, highly qualified personnel, and time to plan and craft finely tuned innovative curriculum materials for middle school students and teachers. The analysis of the changes made over the past 30 years in the program's curricular and instructional strategies indicate the extent to which the project responded not only to feedback from the teachers but also to various reform movements in science education. The significance of the study is also discussed. Appendices contain curriculum design and conceptual framework. Contains 31 references. (JRH)

ED 409 164 SE 060 306

Gohert, Janice. Discenna, Jennifer

**The Relationship between Students' Epistemologies and Model-Based Reasoning.**

Spons Agency—National Academy of Education, Washington, D.C.

Pub Date—28 Mar 97

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Style, \*Concept Formation, \*Epistemology, Generalization, Grade 9, High Schools, Inferences, Instructional Materials, Learning Strategies, Models, Problem Solving, Science Instruction

Identifiers—\*Knowledge

Models and modeling are frequently used as instructional tools in science education to convey important information concerning both the explanatory and structural features of topic areas in science. The efficacy of models as such rests almost entirely upon students' ability to conceptualize them as abstracted "representations" of scientific phenomena. This investigation considers the relationship between students' epistemology of scientific models and their success at learning about a complex system, namely plate tectonics. Ninth-grade students were asked to draw diagrams at three specific points in a short text: (1) a static model; (2) a causal/dynamic model of the movement in the layers; and (3) an outcome in the world, i.e., volcanic eruption due to two plates moving away from one another. Students received a posttest to assess different types of knowledge, namely spatial knowledge, causal/dynamic knowledge, and knowledge through inference. Students were also administered an episte-

mology questionnaire to assess understanding of what a model is. Those who held more sophisticated epistemologies of science were better able to transfer what they had learned in order to reason about other plate tectonics phenomena and more difficult conceptual knowledge involved in the causal mechanisms of plate tectonics. Contains 25 references. (PVD)

**ED 409 165** SE 060 307

Sundoval, William A. Reiser, Brian J.  
**Evolving Explanations in High School Biology.**  
Pub Date—26 Mar 97

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Biology, \*Concept Formation, \*Constructivism (Learning), Curriculum Development, High Schools, Integrated Curriculum, Learning Strategies, \*Metacognition, Secondary School Science, Student Evaluation, \*Writing Across the Curriculum

Building explanations is fundamentally what science is about. Students require support both for constructing their own explanations about the surrounding world, and for reflecting on those explanations in ways that help them to assess the quality of their explanations and the strategies they use to build them. This paper describes the development of a high school biology curriculum which integrates technological supports for explanation construction with scaffolded classroom discussion activities to support students' reflections upon their explanations as scientific artifacts. The goals of the integrated curriculum include developing students' ideas about the nature of scientific knowledge, their skills in conducting scientific investigations, and their understanding of core theories of biology. Data collected for the study of this project consisted of the students' explanations as they worked through problems. The explanations are examined on two broad dimensions: (1) the causal coherence of their explanations; and (2) how they use data to support their explanations. Contains 16 references. (DDR)

**ED 409 166** SE 060 308

Zuckerman, June Trop  
**Inservice Science Supervisors' Assessments of a Novice Science Teacher's Videotaped Lesson.**

Pub Date—Mar 97

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Standards, \*Beginning Teachers, Biology, Classroom Techniques, Conventional Instruction, \*Educational Objectives, Faculty Development, Grade 10, Group Activities, High Schools, Learning Activities, Probationary Period, \*Science Teachers, \*Teacher Evaluation, \*Teacher Supervision, Teaching Methods

Identifiers—New York

The purpose of this paper is to inform novice science teachers and science teacher educators of the pedagogy that science teacher supervisors value. As expert practitioners, supervisors have a perspective quite different from that of both novice teachers and teacher educators. Nine inservice science teacher supervisors assessed a novice teacher's videotaped lesson on mitosis. Their teaching experience ranged from 5 to 30 years and their supervisory experience ranged from 4 to 16 years. Five supervisors were certified as school administrators while seven had taught high school biology. The supervisors were individually interviewed within one day of viewing the videotape. The supervisors addressed 19 different aspects of the lesson. All valued indirect, activity-centered instructional methods over direct, teacher-centered approaches; small groups as an efficient arrangement for managing activity-centered instruction; classroom routines as an efficient

way to effect regular procedures and hold students accountable for meeting expectations; and teachers who could engender cooperation in their students. The supervisors still expected teachers to transmit, albeit indirectly, the body of knowledge specified by an external curricular authority and to evaluate students' attempts to copy that knowledge correctly. Implications for teacher educators are discussed. Contains 25 references. (PVD)

**ED 409 167** SE 060 309

Jimenez-Alexandre, M. Pilar Bugallo-Rodriguez, Anxela

**Argument in High School Genetics.**

Pub Date—Mar 97

Note—37p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Chicago, IL, March 20-24, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Case Studies, \*Classroom Communication, Cooperative Learning, Foreign Countries, \*Genetics, High Schools, \*Persuasive Discourse, Problem Solving, \*Science Instruction, Secondary School Science

Identifiers—Spain

This paper reports on a case study focusing on the development of students' capacity to develop and assess arguments in the context of instruction in high school genetics. It is part of a wider project whose goals were: (1) the identification of the conditions for argument (and in general scientific reasoning) to occur in science classrooms; (2) the analysis of argument patterns used by students; and (3) the exploration of the degree of specificity or subject-matter dependence of these argument patterns. The methodology involved observation, video and audiotaping of students while working in groups to design and solve problems. Toulmin's argument pattern was used as a tool for the analysis of students' conversation and this was coded using a framework for epistemic operations. The different arguments constructed by students are discussed along with what could be viewed as the students' version of the pattern (claims and warrants) which was used the most. The epistemic operations with relation to consistency and the evidence of school culture are also discussed. Implications for the context required for argumentation and true science dialogue in the classroom are suggested. Contains 22 references. (Author/JRH)

**ED 409 168** SE 060 311

Thompson, Charles L. And Others

**The Science Reforms: Mapping the Progress of Reform and Multiple Contexts of Influence.**

Pub Date—Mar 97

Note—78p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Case Studies, \*Educational Change, \*Educational Policy, Educational Strategies, Elementary Secondary Education, Mathematics Instruction, Professional Development, Program Evaluation, \*Science Education, Standards

Identifiers—Michigan

The findings reported in this paper are taken from the third phase of a multi-level examination of science and mathematics education reform in Michigan supported by the National Science Foundation (NSF) and known as the Michigan Statewide Systemic Initiative (MSSI). The third phase of the study seeks to learn what progress Michigan's teachers have made in understanding the reform ideas and putting them into practice in their classrooms. The questions that guide this study pertain to the nature of the science and mathematics curriculum taught in the state's public schools and how it is being taught, the reasons for the significant progress shown by some teachers toward the realization of the new standards for content and pedagogy, particular difficulties or obstacles with which those on the path to reform are struggling, and the

suggestions implied by the data for reform-minded policy makers and professionals. Twelve teachers are profiled in the context of this study. Detailed information is provided within the paper about the results of classroom observations and interviews with these teachers. Contains 32 references. (DDR)

**ED 409 169** SE 060 312

Fehn, Bruce

**Historical Thinking Ability among Talented Math and Science Students: An Exploratory Study.**

Pub Date—28 Mar 97

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 28, 1997). Photocopied material will not reproduce clearly.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, Advanced Placement Programs, Critical Thinking, Data Interpretation, \*Gifted, Heuristics, High School Students, High Schools, \*History, \*Mathematical Aptitude, Performance, \*Primary Sources, Problem Solving, Research Skills, \*Science Process Skills, Talent Development

Identifiers—\*Historical Interpretation, \*Historical Methods, Historical Research, International Baccalaureate

This study sought to discern the extent to which a sample of talented math and science students displayed domain-relevant skills possessed by those expertly trained in history. Subjects' experiences varied in terms of their exposure to primary source materials. The students were presented with five different kinds of documents related to the subject of slavery. Students were asked to study the documents then tell a story tying all of the documents together. Responses were evaluated for interpretive skills as well as for sophistication in evaluating sources for accuracy. These gifted science students varied widely in their abilities to employ skills historians routinely use to reconstruct the past. Those who had previous experience with primary sources fared better than those who had no experience. Skills used in historical research include interpretation of primary sources, assessment of documents for biases, and synthesis of sources into coherent historical narratives. The knowledge that gifted science students may not creatively interpret, synthesize, or critically evaluate historical documents has implications for talent development and for history teaching and learning. Contains 18 references and reproduced documents. (PVD)

**ED 409 170** SE 060 314

Rioseco, Marilu

**Context Related Curriculum Planning for Science Teaching: A Proposal To Teach Science around the Ozone Problem.**

Pub Date—Dec 95

Note—12p.; Also published in Science Education International; v6 n4 p10-16 Dec 1995.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Context Effect, \*Curriculum Development, \*Ecology, Educational Strategies, Environmental Education, Foreign Countries, \*Hands on Science, Physics, \*Problem Solving, \*Science and Society, Science Curriculum, \*Science Instruction, Scientific Literacy, Secondary Education, Student Motivation

Identifiers—Chile, \*Ozone Depletion, Ultraviolet Radiation

This paper reports on the dilution effect of the ozone layer which jeopardizes a section of land in Chile from 53 degrees South latitude to 33 degrees South and the necessity of preparing the population for the possible ecological consequences of an increase in ultraviolet radiation. Scientists in Chile assume part of this task by studying the short and long term effects upon different ecosystems. Education also plays a role in that the problem requires an attitude change in the population. A discussion is provided of the task presented to science educators by the ozone problem, including insight into the role that student motivation plays in science learn-

ing. A proposal is made which recommends that instruction not start from the basic content and include at a later time a discussion of applications, but start with a real problem and from there motivate the students to seek explanations in the concepts, laws, scientific processes, and procedures. The experiences described in this paper are based on a three-year pilot program in physics. (DDR)

ED 409 171

SE 060 315

Tunnicliffe, Susan Dale

Talking about Animals: Studies of Young Children Visiting Zoos, a Museum and a Farm.

Pub Date—95

Note—386p.; Ph.D. Dissertation, King's College, University of London.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—\*Discourse Analysis, Elementary Education, \*Museums, Nonformal Education, Preschool Education, \*Young Children, \*Zoos

The purpose of this study was to identify the content and form of the conversations and recognize the variables that are acting during visits to animal exhibits, and the influence on conversational content of both different types of locations and animal exhibits and visitational rates. Conversations of children between the ages of 3 and 12 years and their accompanying adults were recorded at animal exhibits during visits, which were organized either by the school or by their families, to a variety of zoos and museums in the United States and United Kingdom. Findings indicate that despite the differences in setting, there was a surprising uniformity in the responses in the different institutions and between U.S. and U.K. visitors to zoos. There were some statistically significant differences between some categories of the conversations at the three types of animal exhibits, between these and those at farm animals, between school and family groups, between the different sub groups with the school parties, and between pupils of different age groups. It is concluded that there is little evidence that schools are developing children's understanding of zoology during such visits or that the visitors are using the interpretation provided by the museum or zoo. Contains 26 references. (Author/JRH)

ED 409 172

SE 060 319

Kenney, Patricia Ann, Ed. Silver, Edward A., Ed. Results from the Sixth Mathematics Assessment of the National Assessment of Educational Progress.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Spons Agency—National Science Foundation, Arlington, VA.

Report No.—ISBN-0-87353-429-8

Pub Date—97

Contract—RED-9453189

Note—300p.

Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 20191-1593.

Pub Type—Books (010) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academic Achievement, Data Analysis, Elementary Secondary Education, Geometry, Mathematical Concepts, \*Mathematics Instruction, Measurement, Student Attitudes, Tables (Data), Teacher Attitudes

Identifiers—\*National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) provides data about what children know and can do with the goal of using this information to improve education. This book contains interpretive reports based on results from the mathematics assessments conducted by the NAEP regarding: (1) the cognitive performance of students at grades 4, 8, and 12 on multiple-choice, regular constructed-response, and extended constructed response items; (2) students' responses to a variety of background questions dealing with their beliefs and feelings toward mathematics and their participation in various forms of classroom

activity; and (3) teachers' responses to various background questions dealing with the nature of their mathematics instruction. The results are summarized for the different grade levels and subgroups of students by gender and race/ethnicity. Chapters include: (1) "Learning about NAEP: Information Concerning the Sixth Mathematics Assessment" (Patricia Ann Kenney); (2) "NAEP Mathematics 1990-1992: The National, Trial State, and Trend Assessments" (John A. Dossey and Ina V. S. Mullis); (3) "NAEP Findings Regarding Race/Ethnicity and Gender: Affective Issues, Mathematics Performance, and Instructional Context" (Edward A. Silver, Marilyn E. Strutchens, and Judith S. Zawojewski); (4) "NAEP Findings Regarding the Preparation and Classroom Practices of Mathematics Teachers" (Mary Montgomery Lindquist); (5) "What Do Students Know about Numbers and Operations?" (Vicky L. Kouba, Judith S. Zawojewski, and Marilyn E. Strutchens); (6) "What Do Students Know about Measurement?" (Patricia Ann Kenney and Vicky L. Kouba); (7) "What Do Students Know about Geometry?" (Marilyn E. Strutchens and Glendon W. Blume); (8) "What Do Students Know about Data Analysis, Statistics, and Probability?" (Judith S. Zawojewski and David S. Heckman); (9) "What Do Students Know about Algebra and Functions?" (Glendon W. Blume and David S. Heckman); and (10) "Learning from NAEP: Looking Back and Looking Ahead" (Edward A. Silver). (JRH)

ED 409 173

SE 060 320

Hynes, Mary Ellen, Ed.

Mission Mathematics: Linking Aerospace and the NCTM Standards, K-6.

National Council of Teachers of Mathematics, Inc., Reston, Va.; National Aeronautics and Space Administration, Washington, DC.

Report No.—ISBN-0-87353-434-4

Pub Date—97

Note—146p.

Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 20191-1593.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Astronomy, Elementary Education, \*Interdisciplinary Approach, Mathematical Concepts, \*Mathematics Activities, Problem Solving, \*Science Activities, \*Space Exploration, \*Space Sciences

Identifiers—NCTM Curriculum and Evaluation Standards

This book is designed to present mathematical problems and tasks that focus on the National Council of Teachers of Mathematics (NCTM) curriculum and evaluation standards in the context of aerospace activities. It aims at actively engaging students in NCTM's four process standards: (1) problem solving; (2) mathematical reasoning; (3) communicating mathematics; and (4) making mathematical connections among topics in mathematics to other disciplines and to real life. The activities are grouped according to the missions that the National Aeronautics and Space Administration (NASA) has identified as its focus: (1) Aeronautics; (2) Human Exploration and Development of Space; (3) Space Science; and (4) Mission To Planet Earth. Suggestions for modifying activities for younger or older students, cross references to related Mission Mathematics activities, and suggestions for further explorations are included. Also included are suggested questions designed to motivate students, encourage them to reason and communicate, and assess students' readiness or progress. The class conversations are designed to help students relate previous experience to the activity, focus on the mathematical task or problem, identify and explore patterns and relationships, apply a problem-solving strategy, and discover connections to other mathematical concepts or other cross-disciplinary links. Appendices contain NASA resources for educators, information on NCTM's home page on the internet, and charting the planets. Contains references for professionals and students. (JRH)

ED 409 174

SE 060 321

House, Peggy, Ed.

Mission Mathematics: Linking Aerospace and the NCTM Standards, 9-12.

National Council of Teachers of Mathematics, Inc., Reston, Va.; National Aeronautics and Space Administration, Washington, DC.

Report No.—ISBN-0-87353-436-0

Pub Date—97

Note—140p.

Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 20191-1593.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Astronomy, Communication (Thought Transfer), \*Interdisciplinary Approach, \*Mathematics Activities, Measurement, \*Science Activities, Secondary Education, Space Exploration, \*Space Sciences This book is designed to present mathematical problems and tasks that focus on the National Council of Teachers of Mathematics (NCTM) curriculum and evaluation standards in the context of aerospace activities. It aims at introducing students to some of the exciting and significant ways in which mathematics might continue to engage them in whatever career paths they may ultimately choose. This book is designed to present significant mathematics at a level attainable by high school students, engage students in reasoning and problem solving, lay a conceptual foundation for understanding mathematical ideas, show contemporary applications of mathematics in an important context using contemporary methodologies, and to motivate and inspire students. Activities include: (1) Scaling Up; (2) Craters, Craters, Craters; (3) Finding Our Way; (4) What is Orbiting Out There?; and (5) Advanced Communication System. Also included are resources for further study. An appendix contains resources from the National Aeronautics and Space Administration (NASA) for educators. (JRH)

ED 409 175

SE 060 322

Trentacosta, Janet, Ed. Kenney, Margaret J., Ed.

Multicultural and Gender Equity in the Mathematics Classroom: The Gift of Diversity.

1997 Yearbook.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Report No.—ISBN-0-87353-432-8

Pub Date—97

Note—259p.

Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 20191-1593.

Pub Type—Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Black Students, \*Classroom Environment, \*Cultural Differences, Educational Change, Elementary Secondary Education, \*Equal Education, Foreign Countries, \*Instructional Innovation, Mathematics Curriculum, \*Mathematics Instruction, Minority Groups, Professional Development, \*Sex Differences Identifiers—Australia, National Council of Teachers of Mathematics

This 1997 yearbook presents a vision of how research and classroom practices related to multicultural diversity and gender equity can reinforce each other to ensure a powerful mathematics program for all students regardless of their gender, race, ethnicity, or socioeconomic status. This book contains a variety of perspectives and diverse voices that address relevant issues and suggest possible models that exemplify the vision. The yearbook is organized in five parts: (1) Issues and Perspectives; (2) Classroom Cultures; (3) Curriculum, Instruction, and Assessment; (4) Professional Development; and (5) Future Directions. The first section contains five papers that address topics such as the inclusion of blacks in the mathematics community and lessons from multicultural classrooms in Australia. The second section contains seven papers addressing topics such as ethnomathematics, bias in the classroom, and gender-equitable classrooms. Nine papers on a variety of equity issues, including



integrating culture into the mathematics classroom and assessment, are presented in next section, and five papers that cover family involvement and communication strategies are included in the fourth section. The book concludes with two papers that discuss perspectives on the future direction of equity efforts in mathematics education. (DDR)

**ED 409 176** SE 060 323

Rochowicz, John A., Jr.

**A Technological View of Modular Congruences.**

Pub Date—97

Note—16p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Mathematical Concepts, \*Mathematics Activities, \*Number Concepts, Spreadsheets, Teaching Guides, \*Technology

Many students have difficulty finding remainders instead of quotients in the division of two numbers. Students are too quick to use technology and cannot interpret the output correctly. Moreover, many students are not accustomed to doing different yet applicable mathematics. As with all branches of mathematics, modular arithmetic and congruences are useful in real life situations. The use of technology allows students to focus on meanings and apply practice concepts. This paper describes various ways to compute modular congruences on a spreadsheet. Macros are discussed that provide the user with automatic computation of congruence. A drill for the practice of calculating congruences is also included. (Author/NB)

**ED 409 177** SE 060 324

Pitucco, Anthony P. Agut, Shawn

**The Restaurant at the Beginning of the Universe: Exploring the Wonderment of the World through Physics.**

Report No.—ISBN-1-56976-056-X

Pub Date—97

Note—160p.

Available from—Zephyr Press, P.O. Box 66006, Tucson, AZ 85728-6006.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Elementary Education, \*Physics, Science Activities, Science Interests, \*Science Process Skills, \*Scientific Concepts, Scientific Methodology, Teaching Guides, Thinking Skills

This book is organized around a set of simple observational physics activities that stimulate questioning and answering and encourage the generation of answers to stimulate individual creativity. The activities integrate drawing, counting, measuring, predicting, recording, hypothesizing, and verifying. The activities are designed to sharpen students' ability to think critically by encouraging questioning, hypothesizing, observing, verifying, researching, reexamining, experimenting, defending, exploring, and discussing. Contains 21 references. (JRH)

**ED 409 178** SE 060 331

**Population Education Accessions List, September-December 1996.**

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.

Pub Date—97

Note—88p.

Available from—UNESCO Principal Regional Office for Asia and the Pacific, P.O. Box 967, Prakanong Post Office, Bangkok 10110, Thailand.

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—Educational Resources, Elementary Secondary Education, Foreign Countries, Higher Education, \*Interdisciplinary Approach, \*Population Education

This issue of the Population Education Accessions List is an output from United Nations Educa-

tional Social and Cultural Organization's (UNESCO) computerized bibliographic database. It categorizes entries into three parts. Part I, Population Education, consists of titles that address various aspects of population education arranged by country in the first section and general materials in the second section. Part II, Knowledge Base Information, consists of titles related to the different multidisciplinary aspects of population education. These entries are grouped into sections of the following multidisciplinary topics: (1) Documentation; (2) Education; (3) Environment; (4) Fertility and Family Planning; (5) Health and Nutrition; (6) Information and Communication; (7) Migration, Urbanization, and Human Settlement; (8) Population Policy and Trends; (9) Socioeconomic Factors and Conditions; and (10) Women. Part III, Appendices, consists of a list of publishers and sources and indices. (JRH)

**ED 409 179** SE 060 332

Kaiser, Florian G. And Others

**Environmental Attitude and Ecological Behavior.**

Pub Date—Aug 96

Note—65p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Attitudes, Cognitive Structures, Environment, \*Environmental Education, Factor Analysis, Foreign Countries, Psychology, Quality of Life, Questionnaires, \*Science and Society, Values

Identifiers—Environmental Attitudes, \*Environmental Psychology, Switzerland

This paper establishes environmental attitude, a construct in environmental psychology, as a powerful predictor of ecological behavior. Based on Ajzen's theory of planned behavior, this study uses a unified concept of attitude and a probabilistic measurement approach. Questionnaire data from members of two ideologically different Swiss transportation associations are used. The study confirms three measures of orthogonal dimensions by means of factor analysis: (1) environmental knowledge; (2) environmental values; and (3) ecological behavior intention. One other measure, general ecological behavior, is established as a Rasch-scale that assesses behavior by considering influences beyond a person's actual behavior control. A structural equation model was used to confirm the proposed model: environmental knowledge and environmental values explain 40% of the variance of ecological behavior intention which, in turn, predicts 75% of the variance of general ecological behavior. Contains 78 references. (Author/DDR)

**ED 409 180** SE 060 337

Wiegel, Heide G. Bell, Karen

**Pre-Service Elementary Teachers' Affective Responses to Computer Activities in Mathematics Content Courses.**

Pub Date—Jan 96

Note—18p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classroom Environment, \*Computer Assisted Instruction, Elementary Secondary Education, Higher Education, Instructional Innovation, Learning Activities, Learning Strategies, Mathematical Concepts, \*Mathematics Anxiety, \*Mathematics Instruction, \*Preservice Teacher Education, Student Attitudes, Teacher Attitudes, Teacher Student Relationship, Teaching Methods

Identifiers—Preservice Teachers

Students who are anxious about mathematics elect to take fewer mathematics courses in high school and college. This math avoidance is also typical for many first-year elementary school teachers who show high levels of mathematics anxiety. These teachers schedule less time for mathematics instruction than their less anxious colleagues. This paper reports on preservice teachers' affective responses to computers as a medium for learning

and understanding mathematics. Three main themes emerged from the students' responses: (1) the computer in relation to their status as learners; (2) the computer in relation to their status as future teachers; and (3) the computer as a medium for communication. Overall, the incorporation of computer activities into mathematics content courses, in addition to lectures and manipulative labs, was a positive experience for the preservice teachers as well as for the instructors. The computer activities helped students develop a deeper understanding of the mathematical concepts taught, which was the primary goal for introducing the computers. The computer sessions contributed to a more relaxed classroom atmosphere and served as an incentive for more consistent class attendance for some students. The ease of electronic communication also led to extended and more personal teacher-student interactions. (PVD)

**ED 409 181** SE 060 342

Clariana, Roy B.

**The Effects of an Integrated Learning System on Third Graders' Mathematics and Reading Achievement.**

Pub Date—94

Note—7p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, Educational Strategies, \*Grade 3, \*Integrated Activities, Mathematics, \*Mathematics Achievement, Primary Education, Reading, \*Reading Achievement, Teaching Methods, Technology

This study considers the effects of Jostens Learning Corporation's Integrated Learning System (ILS) on the mathematics and reading standardized test scores of elementary school children. It was anticipated that test scores would increase modestly with the introduction of the ILS, particularly in mathematics. The sample consisted of four consecutive intact classes (N=85) taught by the same third-grade teacher. The first and second classes received traditional classroom instruction while the third and fourth classes received traditional classroom instruction plus standard sequence ILS instruction. The California Test of Basic Skills Total Mathematics and Total Reading scores given at the end of the third grade served as the posttest. The data were analyzed by mixed multi-variate analysis of covariance. A significant main effect for ILS treatment, and a significant interaction between content and treatment were observed. Under ILS, larger gains occurred for mathematics than for reading. Possible reasons for this finding are presented and the implications of the findings are discussed along with suggestions for further research. Contains 15 references. (Author)

**ED 409 182** SE 060 343

Abbas, Abdullah Gilmer, Penny J.

**The Use of Journals in Science Teaching and Learning for Prospective Teachers: An Active Tool of Students' Reflections.**

Pub Date—Mar 97

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Communication (Thought Transfer), Constructivism (Learning), Dialog Journals, Discourse Modes, Higher Education, \*Interpersonal Communication, Preservice Teacher Education, Problem Solving, \*Science Instruction, Science Teachers, Scientific Literacy, \*Student Journals, \*Teacher Student Relationship, Teaching Methods

Most science instructors in classes for prospective teachers emphasize the learning of basic facts and definitions in science from textbooks and lectures. Relatively little emphasis is placed on understanding science knowledge and how to use it in daily life. Most students in these classes tend to learn science, probably without understanding, through memorizing facts, equations, and definitions because the instructors and students belong to different discursive communities separated by a

wide gap. The problem this presents is that of how to overcome the language barrier that prevents members of the student's community from crossing the border into the instructor's world of science. In the present study, the use of journals as a nonthreatening mode of discourse encouraged all students to interact actively with their instructor. The use of journals stimulated active learning through facilitating interaction between students and their instructor in a manner that is not traditionally present. The students' meaningful learning of science was enhanced by expressing ideas, asking and answering questions, and presenting the troubles they had to their instructor. Contains 17 references. (Author)

**ED 409 183** SE 060 344

Rice, Jennifer King

**Explaining the Negative Impact of the Transition from Middle to High School on Student Performance in Mathematics and Science: An Examination of School Discontinuity and Student Background Variables.**

Pub Date—Mar 97

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, Educational Policy, \*High Schools, \*Institutional Environment, Junior High Schools, \*Mathematics Education, \*Middle Schools, Parent Student Relationship, Personal Autonomy, Program Evaluation, \*Science Education, Social Background, Student Promotion, Student School Relationship

Identifiers—Middle School Students

As students progress through the educational system they make frequent transitions, such as from grade to grade or middle to high school. The purpose of this study is to explore how institutional discontinuities between schools affect student achievement in mathematics and science and for which types of students. This paper seeks to identify specific discontinuities that aggravate the transitional experience, and to discover support structures that buffer the effect of the transition from middle to high school on the mathematics and science progress of students. Findings indicate that students from more stable and supportive home environments show less academic difficulty as they progress through the transition. Decreases in safety and the quality of the learning environment had significantly negative effects on achievement across the transition for both mathematics and science. A decrease in the degree to which teachers push students to achieve had a positive effect on student progress, and an increase in the level of autonomy granted to students and their parents to choose courses had a negative effect on student performance. There would appear to be a need for supplemental programming during the transition between middle and high school levels. Several policy interventions are suggested for consideration. Contains 48 references. (PVD)

**ED 409 184** SE 060 345

O'Neill, D. Kevin

**Bluffing Their Way into Science: Analyzing Students' Appropriation of the Research Article Genre.**

Pub Date—Apr 97

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Communication (Thought Transfer), \*Content Area Writing, \*Discourse Modes, Educational Innovation, High School Students, Intermediate Grades, Literary Devices, Literary Genres, Middle Schools, Problem Solving, \*Research Papers (Students), \*Sci-

ence Education, Science Process Skills, Secondary Education, Writing (Composition)  
Identifiers—Middle School Students

This paper reports on research in the analysis of high school and middle school students' appropriation of the Research Article genre in science classes. The appropriation of this rhetorical form is proposed as a measure of students' understanding of adult argumentative practice in science and the effectiveness of a learning environment in supporting the development of this understanding. An important part of this research has been the development of a coding scheme to enable the comparison of genre appropriation patterns across a large number of texts from a variety of school and curricular settings. The coding scheme produces a series of numerical scores to indicate such things as students' fulfillment of the standard rhetorical moves of scientific research articles, the written personas that students project, and the ways in which they use sources and authorities to support argument. Because the analysis of genre appropriation is a relatively non-invasive way of conducting research (when compared to survey instruments, for example), this method can provide a useful tool for reformers to compare outcomes from iterations or conditions of curricular experiments aimed at developing students' understanding of adult persuasive practices in the sciences. Contains 16 references. (Author/NB)

**ED 409 185** SE 060 346

Vollmer, Natalie

**Helping in Mathematics Group Work: Supporting and Disturbing Cooperation.**

Pub Date—Mar 97

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Classroom Environment, \*Constructivism (Learning), \*Cooperative Learning, Foreign Countries, \*Grade 1, \*Group Dynamics, \*Mathematics Education, Primary Education, Social Environment, Student Behavior  
Identifiers—\*Argument Research, Germany (Berlin)

This paper considers different forms of classroom interaction, focusing particularly on cooperation, the different forms of cooperation, and the functionality of these forms with regard to learning opportunities. The form of student cooperation evaluated is defined as help. The research context is Gotz Krummheuer's project on the reconstruction of formats of collective argumentation in primary mathematics classrooms. The current work widens and complements Krummheuer's perspective by asking in what kind of cooperative situations one can expect processes of arguing. Data were derived from a project in Berlin, Germany. All classroom activities of a first-grade class were videotaped over a 2-week period in which field notes were taken and students' papers were collected. Three interactions were selected for analysis to show where student help becomes obstructive. Results illustrate aspects of help that can function in an obstructive way. For example, one partner may utter a wish for help which can function as a distraction. Further, one partner may help without being asked which can function as a nuisance. Contrastive analyses of less fruitful processes of helping along with describing arguing processes might help in developing the empirical basis for a grounded theory on the social conditions of learning in classrooms. Contains 13 references. (PVD)

**ED 409 186** SE 060 347

Zhang, Wanli And Others

**Influences of Internal and External Frames of Reference on Math and Verbal Self-concepts for Gifted and Non-gifted Tenth Grade Students.**

Pub Date—Mar 97

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research As-

sociation (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, English, \*English Instruction, Grade 10, High School Students, High Schools, Mathematics, \*Mathematics Achievement, Sex Differences, \*Student Attitudes

This study explores the relationship between mathematics and English achievement and mathematics and verbal self-concept and investigates whether these relationships are invariant with respect to student ability and gender. Data from 16,033 10th grade students who completed both the base and the first follow-up student questionnaire of the National Education Longitudinal Study (NELS) of 1988 were used in this study. Findings indicate that math and verbal self-concepts are substantially less correlated than math and English achievement; individual level math (English) achievement has a positive, direct effect on math (verbal) self-concept but a negative, direct effect on verbal (math) self-concept; and school level math (English) achievement has a negative effect on math (verbal) self-concept but not on verbal (math) self-concept. These findings were found to be invariant across males and females as well as gifted and non-gifted students; however, statistically significant gender differences and giftedness differences were found in the correlations between math and verbal self-concepts. Higher correlations were found to exist between math self-concept and verbal self-concept for males than for females and for gifted than for non-gifted students. Contains 76 references. (Author/JRH)

**ED 409 187** SE 060 348

Henderson, Ronald W. St. John, Linda

**Thematically Integrated Middle School Mathematics: A School-University-Business Partnership.**

California Univ., Santa Cruz.

Spons Agency—California Academic Partnership Program; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 97

Contract—R117G10022

Note—62p.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—\*Academic Achievement, At Risk Persons, \*Elementary School Mathematics, Group Dynamics, \*Hispanic Americans, Junior High Schools, Manufacturing Industry, Mathematics Instruction, Middle Schools, \*Partnerships in Education, Population Trends, Problem Solving, \*Relevance (Education), Small Group Instruction, Social Background, Student Attitudes, \*Thematic Approach

Identifiers—\*Hispanic American Students, Latinos, Middle School Students

This report examines the accomplishments of a collaborative project to enhance student learning and motivation in mathematics in a middle school serving a changing population of students, the majority of whom are Latino. The partnership joined together the mathematics teachers and site administrator of the school, university mathematicians and educational researchers, and the management and workers from a research-and-development-oriented electronics firm. The partners in the project believed that a thematic approach to mathematics instruction might address a number of the hypothesized causes of low achievement. Results suggest that the project school is doing an especially effective job at the seventh grade level. All students showed improvement against the national norms regardless of mathematics curriculum. Eighth grade data were less encouraging but the students who were taught using a thematic curriculum held their own against the national norms. Students in the thematic class scored better on the Mathematics in Manufacturing criterion test that sampled material covered in a manufacturing unit. Contains 33 references. (PVD)

ED 409 188

SE 060 352

Wasserman, Pamela, Ed.

**People and the Planet: Lessons for a Sustainable Future.**Zero Population Growth, Inc., Washington, D.C.  
Report No.—ISBN-0-945219-12-1

Pub Date—96

Note—210p.

Available from—Zero Population Growth, Inc., 1400 16th Street N.W., Suite 320, Washington, DC 20036, e-mail: zpgpope@igc.apc.org

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—\*Conservation (Environment), Elementary Secondary Education, \*Environmental Education, Natural Resources, Pollution, Population Trends, Sustainable Development, Teaching Guides

Identifiers—\*Environmental Action, Environmental Awareness

This activity guide is designed to develop students' understanding of the interdependence of people and the environment as well as the interdependence connecting members of the global family. It is both an environmental education curriculum and a global studies resource suitable for middle school science, social studies, math, language arts, and family life education classrooms. The readings and activities contained in this book are designed to broaden students' knowledge of trends and connections among population change, natural resource use, global economics, gender equity, and community health. This knowledge combined with the critical thinking skills developed in each activity will help students explore their roles as global citizens and environmental stewards. The book is divided into four parts: (1) Understanding Population Dynamics; (2) People, Resources, and the Environment; (3) Issues for the Global Family; and (4) You and Your Community. Also included is a list of activities grouped by themes including air/water pollution and climate change, carrying capacity, environmental and social ethics, family size decisions, future studies, land use issues, natural resource use, population dynamics and trends, resource distribution/inequities, solid waste management, and sustainability. The appendices contain sources for further research and population education materials. (JRH)

ED 409 189

SE 060 375

Jenkins, Robert H.

**61 Cooperative Learning Activities in Algebra I. Reproducibles.**

Report No.—ISBN-0-8251-2866-8

Pub Date—97

Note—148p.

Available from—J. Weston Walch, Publisher, 321 Valley Street, P.O. Box 658, Portland, ME 04104-0658.

Pub Type—Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—\*Algebra, \*Cooperative Learning, Educational Strategies, Mathematical Concepts, Secondary Education, Teaching Methods

This book is a collection of activities designed to complement an Algebra I program that features cooperative learning. The activity descriptions contain learning outcomes, the National Council of Teachers of Mathematics (NCTM) standards addressed in the activity, a suggested time frame for the activity, assessment opportunities, materials required, suggested team size, background information that includes prerequisite skills for the activity, detailed procedures, and reproducible sheets necessary for the activity. All activities are designed so that they can be augmented to suit the population of the class, the style of the teacher, and the locality of the school. Some groups of activities are designed to be completed sequentially for the most consistent learning experiences. (JRH)

ED 409 190

SE 060 377

Pottle, Jean Rutley, Mary

**Integrating Science and Language Arts in Your Classroom. Reproducibles.**

RIE NOV 1997

Report No.—ISBN-0-8251-2842-0

Pub Date—97

Note—140p.

Available from—J. Weston Walch, Publisher, 321 Valley Street, P.O. Box 658, Portland, ME 04104-0658 (O-28420).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

**Document Not Available from EDRS.**

Descriptors—Animals, Birds, \*Childrens Literature, Communication Skills, Ecology, Elementary Education, Environmental Education, Habitats, \*Interdisciplinary Approach, Inventions, Junior High Schools, Middle Schools, Problem Solving, \*Science Activities, Teaching Guides

This book contains information on a wide range of books for interdisciplinary teaching and makes connections with science, math, language, social studies, music, and art. The items referenced contain book summaries, lists of objectives, ideas for connecting the subjects taught in elementary and middle school, field and classroom activities, reproducible student pages, and suggestions for evaluating students' work. The books discussed are organized by themes: (1) Birds and Bees and Other Species; (2) A Habitat Is Home; (3) All Is Not Well; (4) Tuning In To Nature; and (5) Inventors, Ideas, and Impacts. For each item discussed there is an extended overview of the book, curriculum connections, objectives, a list of interdisciplinary activities, and comments for the teacher with suggestions for evaluation. This book also includes student guidelines for problem solving, writing, preparing and presenting oral reports, observing phenomena, listening, role-playing, keeping a journal, setting up displays, and organizing field trips. (JRH)

ED 409 191

SE 060 383

**Chemistry 30 Diploma Examination Results. Examiners' Report for January 1997.**

Alberta Dept. of Education, Edmonton. Student Evaluation Branch.

Pub Date—97

Note—9p.; For the Chemistry 30 Examination, see ED 407 273. Printed on colored paper.

Available from—Alberta Dept. of Education, Student Evaluation Branch, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2, Canada.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, \*Chemistry, Foreign Countries, High Schools, Science Education, Standards, Student Evaluation, \*Test Results

Identifiers—\*Alberta

The summary information contained in this report provides teachers, school administrators, students, and the general public with an overview of the results from the January 1997 administration of the Chemistry 30 Diploma Examination by the Alberta Department of Education in Canada. This information is most helpful when used with the detailed school and jurisdiction reports that have been provided to schools and school jurisdiction offices. Findings indicate that 89.4% of the 6,950 students who took the test achieved the acceptable standard and 18.6% of these students achieved the standard of excellence. Topics discussed include a description of the examination, achievement of standards, results and examiners' comments, multiple-choice and numerical-response questions, and written-response questions. (JRH)

ED 409 192

SE 060 384

**Biology 30 Diploma Examination Results. Examiners' Report for January 1997.**

Alberta Dept. of Education, Edmonton. Student Evaluation Branch.

Pub Date—97

Note—9p.; For the Biology 30 Examination, see ED 407 277. Printed on colored paper.

Available from—Alberta Dept. of Education, Student Evaluation Branch, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2, Canada.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, \*Biology, Foreign Countries, High Schools, Science

Education, Standards, Student Evaluation, \*Test Results

Identifiers—\*Alberta

The summary information contained in this report provides teachers, school administrators, students, and the general public with an overview of the results from the January 1997 administration of the Biology 30 Diploma Examination by the Alberta Department of Education in Canada. This information is most helpful when used with the detailed school and jurisdiction reports that have been provided to schools and school jurisdiction offices. Findings indicate that 92.1% of the 7,687 students who took the test achieved the acceptable standard and 22.3% of the students achieved the standard of excellence. Topics discussed include a description of the examination, achievement of standards, results and examiners' comments, multiple-choice and numerical-response questions, and written-response questions. (JRH)

ED 409 193

SE 060 385

**Physics 30 Diploma Examination Results. Examiners' Report for January 1997.**

Alberta Dept. of Education, Edmonton. Student Evaluation Branch.

Pub Date—97

Note—9p.; For the Physics 30 Examination, see ED 407 274. Printed on colored paper.

Available from—Alberta Dept. of Education, Student Evaluation Branch, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2, Canada.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Foreign Countries, High Schools, \*Physics, Science Education, Standards, Student Evaluation, \*Test Results

Identifiers—\*Alberta

The summary information contained in this report provides teachers, school administrators, students, and the general public with an overview of results from the January 1997 administration of the Physics 30 Diploma Examination by the Alberta Department of Education in Canada. This information is most helpful when used with the detailed school and jurisdiction reports that have been provided to schools and school jurisdiction offices. Findings indicate that 92.7% of the 3,099 students who took the test achieved the acceptable standard and 25.6% of these students achieved the standard of excellence. Topics discussed include a description of the examination, achievement of standards, results and examiners' comments, multiple-choice and numerical-response questions, and written-response questions. (JRH)

ED 409 194

SE 060 386

**Science 30 Diploma Examination Results. Examiners' Report for January 1997.**

Alberta Dept. of Education, Edmonton. Student Evaluation Branch.

Pub Date—97

Note—9p.; Printed on colored paper.

Available from—Alberta Dept. of Education, Student Evaluation Branch, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2, Canada.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Foreign Countries, \*General Science, High Schools, \*Science Education, Standards, Student Evaluation, \*Test Results

Identifiers—\*Alberta

The summary information contained in this report provides teachers, school administrators, students, and the general public with an overview of results from the January 1997 administration of the Science 30 Diploma Examination by the Alberta Department of Education in Canada. This information is most helpful when used with the detailed school and jurisdiction reports that have been provided to schools and school jurisdiction offices. Findings indicate that 90.8% of the 357 students who took the test achieved the acceptable standard and 8.4% of these students achieved the standard of excellence. Topics discussed include a description of the examination, achievement of standards, results and examiners' comments, multiple-choice



and numerical-response questions, and written-response questions. (JRH)

ED 409 195 SE 060 387

**Mathematics 30 Diploma Examination Results. Examiners' Report for January 1997.** Alberta Dept. of Education, Edmonton. Student Evaluation Branch.

Pub Date—97

Note—9p.; For the Mathematics 30 Examination, see ED 407 276. Printed on colored paper.

Available from—Alberta Dept. of Education, Student Evaluation Branch, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2, Canada.

Pub Type—Reports—Evaluative (142)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Evaluation, Foreign Countries, High Schools, \*Mathematics Achievement, \*Mathematics Education, Standards, \*Test Results  
Identifiers—\*Alberta

The summary information contained in this report provides teachers, school administrators, students, and the general public with an overview of results from the January 1997 administration of the Mathematics 30 Diploma Examination by the Alberta Department of Education in Canada. This information is most helpful when used with the detailed school and jurisdiction reports that have been provided to schools and school jurisdiction offices. Findings indicate that 88.2% of the 9,470 students who took the test achieved the acceptable standard and 20.6% of these students achieved the standard of excellence. Topics discussed include a description of the examination, achievement of standards, results and examiners' comments, multiple-choice and numerical-response questions, students' achievement of the curriculum standards in the units on permutations and combinations and exponential and logarithmic functions, written-response questions, and a scoring guide for written-response questions. (JRH)

ED 409 196 SE 060 388

**Mathematics 33 Diploma Examination Results. Examiners' Report for January 1997.** Alberta Dept. of Education, Edmonton. Student Evaluation Branch.

Pub Date—97

Note—9p.; For the Mathematics 33 Examination, see ED 407 275. Printed on colored paper.

Available from—Alberta Dept. of Education, Student Evaluation Branch, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2, Canada.

Pub Type—Reports—Evaluative (142)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—Evaluation, Foreign Countries, High Schools, \*Mathematics Achievement, \*Mathematics Education, Standards, \*Test Results  
Identifiers—\*Alberta

The summary information contained in this report provides teachers, school administrators, students, and the general public with an overview of results from the January 1997 administration of the Mathematics 33 Diploma Examination by the Alberta Department of Education in Canada. This information is most helpful when used with the detailed school and jurisdiction reports that have been provided to schools and school jurisdiction offices. Findings indicate that 86.8% of the 5,634 students who took the test achieved the acceptable standard and 13.1% of these students achieved the standard of excellence. Topics discussed include a description of the examination, achievement of standards, results and examiners' comments, multiple-choice and numerical-response questions, students' achievement of the curriculum standards in the units on trigonometry and polynomials/rational expressions, and written-response questions. (JRH)

ED 409 197 SE 060 398

**International Rules for Precollege Science Research: Guidelines for Science Fairs. June 1995-May 1996.**

Science Service, Inc., Washington, D.C.

Pub Date—95

Note—39p.

Available from—Science Service, Inc., 1719 N

Street NW, Washington, DC 20036.

Pub Type—Guides—Non-Classroom (055)—Reference Materials—General (130)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—Elementary Secondary Education, Foreign Countries, \*Research Projects, \*Science Fairs, \*Scientific Research, \*Student Research

This document presents the international rules for precollege science research. Sections include: (1) Quick Rules Reference; (2) Highlights for 1995-96; (3) International Science and Engineering Fair (ISEF) Category Descriptions; (4) Display and Safety Regulations; (5) Eligibility; (6) Requirements; (7) Limitations; (8) Continuation of Projects; (9) Team Projects; (10) Who Is Involved in a Science Project?; (11) Human Subjects; (12) Nonhuman Vertebrate Animals; (13) Pathogenic Agents; (14) Controlled Substances; (15) Recombinant DNA; (16) Human and Animal Tissue; and (17) Forms. (JRH)

ED 409 198 SE 060 404

Yackel, Erna

**Explanation as an Interactive Accomplishment: A Case Study of One Second-Grade Mathematics Classroom.**

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—Mar 97

Contract—DMS-9057141, RED-9353587

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Case Studies, \*Concept Formation, \*Constructivism (Learning), \*Discussion (Teaching Technique), Educational Strategies, Grade 2, \*Inquiry, Learning Strategies, Mathematics Instruction, \*Metacognition, Primary Education

The purpose of this paper is to investigate how explanation is interactively constituted in two mathematics instructional sequences during one year-long teaching experiment in a second grade classroom. The position taken is that classroom norms for what constitutes an acceptable explanation are a joint construction between teacher and students. Previous work shows that in inquiry-oriented mathematics classrooms, students shift from using social reasons to justify mathematical activity to giving explanations based on experientially-real mathematical objects. Explanation itself becomes an object of reflection during this process. The focus on explanation in this study is extended to include an analysis of the relationship between children's explanations and the classroom mathematical practices that emerge as the instructional sequences progress. Findings significantly demonstrate the emerging nature of explanation and clarify the interrelationship between explanation and other classroom mathematical activity. Contains 23 references. (Author/DDR)

ED 409 199 SE 060 405

Yackel, Erna Bowers, Janet

**Comparing Individual and Collective Mathematical Activity across Two Teaching Experiments. Draft.**

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—Mar 97

Contract—DMS-9057141, RED-9353587

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Action Research, Case Studies, \*Classroom Environment, Cognitive Structures, Computer Uses in Education, Concept Formation, \*Constructivism (Learning), Educational Strategies, Grade 3, Inquiry, Instructional Design, \*Knowledge Representation,

\*Mathematics Activities, Mathematics Instruction, Metacognition, \*Place Value, Primary Education, Problem Solving

This paper examines students' mathematics learning in a social context as two versions of an instructional sequence designed to facilitate students' development of a conceptual foundation for place-value numeration are enacted in two third grade classrooms. The same instructional sequence is used in each classroom with the regular classroom teacher conducting the instruction in one class and an expert graduate student conducting instruction in the other class. Other differences between the two teaching experiments are that in the second situation, there is a deliberate focus on notation and symbolizing as well as a series of computer micro-worlds which are used to facilitate imagery of the instructional scenario of a candy factory. Analysis of the data indicates that the candy factory imagery both supports and constrains the mathematical conceptions the children develop. A critical difference between the two teaching experiments is the manner in which the use of imagery is constituted. The use of the computer micro-worlds enables more children to participate in a meaningful way in the activities and their understanding of place-value is enhanced as a result. Contains 19 references. (Author/DDR)

ED 409 200 SE 060 406

Hagedorn, Linda Serra And Others

**Success in College Mathematics: Comparisons between Remedial and Non-Remedial First Year College Students.**

Illinois Univ., Chicago.

Spons Agency—National Center on Postsecondary Teaching, Learning, and Assessment, University Park, PA.

Pub Date—Mar 97

Contract—R117G10037

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, College Curriculum, College Freshmen, College Mathematics, Cultural Differences, Factor Analysis, Higher Education, Mathematics Instruction, Minority Groups, \*Remedial Instruction, Sex Differences, Standards, Student Attitudes

This study aims to contribute to the existing research exploring differences in mathematics achievement at the postsecondary level between males and females and minorities and non-minorities. This report explores and expands upon research that documents both cognitive and non-cognitive factors which facilitate or hinder mathematics achievement. The sample which serves as the data for this study is derived from the National Center on Postsecondary Learning and Assessment (NCPLA). Initial statistical procedures included testing all variables of interest for normality, factor analysis to isolate and identify appropriate scales, subsequent tests for construct reliability, and tests for interactions by gender, ethnicity, and remedial/non-remedial mathematics placement. The analysis indicates that non-remedial students in this sample have parents with a higher education, come from families with a higher total income, received more encouragement to pursue higher education, and reported spending more time studying in high school. Contains 48 references. (DDR)

ED 409 201 SE 060 408

Loucks-Horsley, Susan And Others

**Principles of Effective Professional Development for Mathematics and Science Education: A Synthesis of Standards.**

National Inst. for Science Education, Madison, WI.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—May 96

Contract—RED-9452971

Note—8p.

Available from—National Institute for Science Education, University of Wisconsin-Madison,

1025 W. Johnson Street, Madison, WI 53706;  
World Wide Web: <http://www.wcet.wisc.edu/nise> (free).

Journal Cit—NISE Brief; v1 n1 May 1996  
Pub Type—Collected Works - Serials (022)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Standards, \*Educational Policy, Elementary Secondary Education, Higher Education, \*Knowledge Base for Teaching, \*Mathematics Instruction, Mathematics Teachers, \*Professional Development, \*Science Instruction, Science Teachers, Technology Education

Identifiers—University of Wisconsin Madison

This brief discusses some of the results and conclusions from the Professional Development Project of the National Institute for Science Education (NISE). The project was intended to explore whether the science, mathematics, and professional development communities share a common understanding of what professional learning experiences look like and how teacher development should be nurtured. A variety of standards and related materials were reviewed as part of the project, and a listing of those is included. Seven principles that are found in excellent professional development experiences for science and mathematics educators are presented. The principles include ideas related to a clear, well-defined image of effective classroom learning and teaching; providing teachers with opportunities to develop knowledge and skills and broaden their teaching approaches; using instructional methods to promote learning for adults which mirror the methods used with students; building or strengthening the learning community of science and mathematics teachers; preparing and supporting teachers to serve in leadership roles; providing links to other parts of the educational system; and making continuous assessment part of the professional development process. (DDR)

**ED 409 202** SE 060 414

Farley, Tom C.

**Idaho K-8 Mathematics Course of Study Guide: A Guide for Excellence in Mathematics Education. Update.**

Idaho State Dept. of Education, Boise.

Pub Date—May 94

Note—69p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Algebra, Elementary Education, \*Elementary School Mathematics, \*Mathematics Education, State Curriculum Guides

Identifiers—Idaho

This course of study guide is designed to help teachers establish a continuity within the scope and sequence of their elementary school mathematics curriculum and to assist those teachers in formulating some realistic goals for themselves and their students. This guide delineates content requirements needed to satisfy K-8 proficiency expectations in mathematics. Part I contains an introduction, statement of philosophy, and a vocabulary position statement. Part II contains course outlines for kindergarten to eighth grade including outlines for Pre-Algebra and Algebra I. Part III contains a scope and sequence chart and two appendices—a partial vocabulary list and a resources list. (JRH)

**ED 409 203** SE 060 415

Farley, Tom C.

**Idaho Secondary Mathematics Course of Study Guide: A Guide for Excellence in Mathematics Education. Update.**

Idaho State Dept. of Education, Boise.

Pub Date—May 94

Note—46p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Algebra, \*Course Descriptions, Geometry, \*Mathematics Education, Secondary Education, \*Secondary School Mathematics, State Curriculum Guides

Identifiers—Idaho

This course of study guide is designed to help teachers establish a continuity within the scope and sequence of their elementary school mathematics

curriculum and to assist those teachers in formulating some realistic goals for themselves and their students. Part I contains an introduction and statement of philosophy. Part II contains course descriptions for General Mathematics, Applied Mathematics, Pre-Algebra, Algebra I, Geometry, Algebra II, and Advanced Mathematics (Pre-Calculus). A position statement for secondary mathematics, discussion on computers and calculators, an agenda for action recommendations for school mathematics of the 1990's, and the ten basic skill areas from the National Council of Supervisors of Mathematics (NCSM) are also included. (JRH)

**ED 409 204** SE 060 423

Evans, Shirley King, Comp.

**Nutrition Education Materials and Audiovisuals for Grades Preschool through 6. Special Reference Briefs Series.**

Food and Nutrition Information Center, Beltsville, MD.

Report No.—ISSN-1052-536X; SRB-97-02

Pub Date—May 97

Note—78p.; Updates SRB-96-01.

Available from—U.S. Department of Agriculture, Agricultural Research Service, National Agricultural Library, Beltsville, MD 20705-2351.

Pub Type—Reference Materials - Directories/Catalogs (132)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Educational Resources, \*Educational Strategies, Elementary Education, Learning Activities, Lesson Plans, \*Nutrition Instruction, Preschool Education

This bibliography was prepared for educators interested in nutrition education materials, audiovisuals, and resources for classroom use. Items listed cover a range of topics including general nutrition, food preparation, food science, and dietary management. Teaching materials listed include food models, games, kits, videocassettes, and lesson plans. Textbooks and resources are listed to assist with background information. Items are placed in the following categories: (1) Curriculum/Lesson Plans; (2) Learning Activities; (3) Audiovisuals; and (4) Resources for Adults. (JRH)

**ED 409 205** SE 060 443

Branca, Barbara

**Ocean Planet. Interdisciplinary Marine Science Activities.**

Smithsonian Institution, Washington, DC. Office of Elementary and Secondary Education.

Pub Date—[95]

Note—66p.

Available from—Smithsonian Institution, Office of Education, Arts and Industries Building, Room 1163/MRC 402, Washington, DC 20560.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Conservation (Environment), Earth Science, \*Ecology, Environmental Education, \*Exhibits, Interdisciplinary Approach, Intermediate Grades, \*Lesson Plans, Marine Biology, Marine Education, Middle Schools, \*Oceanography, Secondary Education, Teaching Guides

Identifiers—Ocean Management

The Ocean Planet is a traveling exhibition from the Smithsonian Institution designed to share with the public what recent research has revealed about the oceans and to encourage ocean conservation. This booklet of lessons and activities adapts several themes from the exhibition for use in middle and high school classrooms. Lesson plans include: (1) "Sea Secrets" that explores ocean geography; (2) "Sea Connections" that looks at plants and animals that live in different marine ecosystems; (3) "Pollution Solution" that examines the effects of an environmental crisis; (4) "Stranded Along the Coast" that explores both natural and human causes of animal strandings; and (5) "Reflections on the Sea" that explores the influence of oceans on language and literature. Each lesson plan contains background information, a statement of learning objectives, a list of required materials, step-by-step procedures, student handouts, and a list of educational resources including connections to the online version of the Ocean Planet exhibition. (JRH)

**ED 409 206** SE 060 444

**The Secretary's Conference on Math and Science: Improving Math and Science Teaching (2nd, Washington, DC, October 8-9, 1992). [Conference Participants' Packet].**

Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Oct 92

Note—213p.; For the conference report, see ED 355 121. Some papers included here have been previously presented or published in other venues.

Pub Type—Collected Works - General (020) — Reference Materials - General (130)

**EDRS Price - MF01/PC09 Plus Postage.**

Descriptors—\*Educational Change, \*Educational Resources, \*Educational Strategies, Elementary Secondary Education, \*Mathematics Education, Professional Development, \*Science Education, Standards

Identifiers—Reform Efforts

This document contains materials from the Secretary's Conference on Improving Mathematics and Science Education, the purpose of which was to bring together leaders from across the nation to consider ways of improving the teaching of these disciplines. It is a compilation of papers and other documents which include examples of effective and dynamic instructional programs. Sections include: (1) Standards; (2) Professional Development; (3) Instructional Resources; (4) Math and Science; (5) Related Material; (6) Participants; and (7) Demonstrations and Exhibits. (JRH)

**ED 409 207** SE 060 454

DiSpezio, Michael

**The Science of HIV.**

National Science Teachers Association, Arlington, VA.

Report No.—ISBN-0-87355-160-5

Pub Date—97

Note—185p.; Funding provided by Abbott Laboratories. Accompanying video not available from ERIC.

Available from—National Science Teachers Association, 1840 Wilson Blvd., Arlington, VA 22201-3000.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Acquired Immune Deficiency Syndrome, Biology, Cytology, \*Diseases, Elementary Secondary Education, \*Health Education, \*Science Activities, \*Science Curriculum, Teaching Guides, Viruses

This book is the first curriculum developed to bring cutting edge research on the HIV virus into science classrooms. The book and video are coordinated to provide a range of learning opportunities—labs, activities, readings, model design, guided discussions and, in the video, a way to see research in action. Both the book and video emphasize the human side of HIV—the focus of researchers, the work of clinicians, the battles fought by HIV-infected people—to make the science behind this infection real for students. Fundamental areas of biology and health education covered include cell biology, general virus and HIV structure, immune system function and HIV infection, the latest drug therapeutics, and infection prevention. This curriculum integrates the science of HIV with prevention education, can expand upon a biology or health curriculum, includes reproducible student activity pages with illustrations and electron micrographs, gives teachers background information and presentation strategies, presents current information on HIV diagnostic tests and therapeutic drugs, and examines the global impact of the AIDS pandemic. The video features animations of the complex concepts contained within the book, interviews with leading scientists and health care workers, compelling stories of adolescents living with HIV, and prevention strategies. (JRH)

**ED 409 208** SE 060 455

Henderson, Kelly

**Beetles, Beechnuts, and Behavior: Using Nature-based Activities To Develop Social Skills.**

Pub Date—Apr 97

Note—12p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (Salt Lake City, UT, April, 1997).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Animals, Concept Formation, Educational Strategies, Elementary Secondary Education, \*Interpersonal Competence, Knowledge Representation, Learning Strategies, Science Curriculum, Science Programs, \*Skill Development

Identifiers—\*Humane Education

This paper describes an instructional method designed to increase opportunities for students to learn and practice appropriate social skills. The strategies for development and implementation of such structured programs of nature-based and animal-based activities are based in part on a pilot program in three urban elementary and middle schools. Discussions on the nature of the importance of social skills, nature-based instruction, the strength of the animal-human bond, and establishing a structured program of animal-based and nature-based activities are presented. The variables to be considered in establishing such a program of humane education include administrative and logistical support, instruction, animals, plants, and the level of involvement or roles of those who participate. A list of resources is provided containing contact points in humane education organizations and other related organizations. Contains 19 references. (DDR)

**ED 409 209** SE 060 463

Lowery, Lawrence F., Ed.

**NSTA Pathways to the Science Standards: Guidelines for Moving the Vision into Practice. Elementary School Edition.**

National Science Teachers Association, Arlington, VA.

Spons Agency—Monsanto Fund, St. Louis, Mo.; Du Pont Corp., Wilmington, Del.; American Petroleum Inst., Washington, D.C.

Report No.—ISBN-0-87355-161-3

Pub Date—97

Note—152p.; For High School edition, see SE 060 464. Funding also provided by the Chemical Manufacturers Association.

Available from—National Science Teachers Association, 1840 Wilson Blvd., Arlington, VA 22201 (Stock No. PB-124X).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Educational Strategies, Elementary Education, \*Elementary School Science, Evaluation, \*Professional Development, Science Activities, \*Science Education, \*Standards, Teaching Methods

Identifiers—\*National Science Education Standards

This book is designed to provide elementary science teachers with practical ideas for putting the vision of the National Science Education Standards into action in the classroom. The first three and last two chapters discuss the Standards that apply to teachers of all grade levels: (1) Teaching; (2) Professional Development; (3) Assessment; (4) Program; and (5) System Standards. Each of these chapters contains a discussion of the Standards followed by pertinent articles. The fourth chapter examines the science goals for elementary students as outlined in the Content Standards. It includes a general discussion about the learning capabilities of students in the various grade levels followed by discussions of selected content areas with practical suggestions—including assessment options—for bringing the specific content area into the classroom. Vignettes are presented as examples of how some of the Standards might be implemented using a variety of approaches adaptable to many different settings. The appendices contain a complete list of all the National Science Education Standards, recommendations for setting up an elementary science facility, and a list of addresses for elementary science programs. (JRH)

**ED 409 210**

Tedley, Juliana, Ed. Wild, Ann, Ed.

**NSTA Pathways to the Science Standards: Guidelines for Moving the Vision into Practice. High School School Edition.**

National Science Teachers Association, Arlington, VA.

Spons Agency—Monsanto Fund, St. Louis, Mo.; Du Pont Corp., Wilmington, Del.; American Petroleum Inst., Washington, D.C.

Report No.—ISBN-0-87355-144-3

Pub Date—97

Note—197p.; For Elementary School edition, see SE 060 463. Funding also provided by the Chemical Manufacturers Association.

Available from—National Science Teachers Association, 1840 Wilson Blvd., Arlington, VA 22201 (Stock No. PB-126X).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Biological Sciences, Earth Science, Educational Strategies, Evaluation, High Schools, Inquiry, Interdisciplinary Approach, Physical Sciences, \*Professional Development, Science and Society, \*Science Education, Science History, \*Secondary School Science, Space Sciences, Standards, Teaching Methods, Technology

Identifiers—\*National Science Education Standards, Nature of Science

This book is designed for high school teachers and contains tools to guide teaching, professional development, assessment, program and curriculum, and interactions with the education system working towards the vision of the National Science Education Standards. The first three and last two chapters discuss the Standards that apply to all K-12 teachers: (1) Teaching; (2) Professional Development; (3) Assessment; (4) Program; and (5) System. Each chapter contains a list of pertinent articles, a list of the Standards, and a chart highlighting the shifts in emphasis envisioned by the Standards. The fourth chapter is devoted to the science content outlined in the Standards for students in grades 9-12 and is clustered into three sections: (1) Physical Science; (2) Life Science; and (3) Earth and Space Science. Examples of inquiry, science and technology, personal and social perspectives, and history and nature of science are included for each discipline. Also included are vignettes from exemplary programs and resources for more information. Appendices include the National Science Education Standards; designing high school science facilities; and information about an optional CD-ROM that accompanies "Pathways to the Science Standards." (JRH)

**ED 409 211** SE 060 469

**Biodiversity: Can We Balance Resource Conservation with Economic Growth? Global Environmental Change Series.**

National Science Teachers Association, Arlington, VA.; Environmental Protection Agency, Washington, D.C.

Report No.—ISBN-087355-157-5

Pub Date—97

Note—70p.

Available from—National Science Teachers Association, 1840 Wilson Blvd., Arlington, VA 22201-3000 (Stock No. PB138X01).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Case Studies, Classification, \*Conservation (Environment), \*Ecology, Elementary Secondary Education, Environmental Education, Foreign Countries, \*Science Activities

Identifiers—\*Biological Diversity, Costa Rica, Environmental Action, \*Environmental Awareness

This book is the first installment in the Global Environmental Change Series that links the ecology and biology of global environmental changes with insights and information from other disciplines. It encourages students to weigh a wide range of information from pertinent disciplines and to develop their own opinions in order to make their own decisions.

SE 060 464

sions. Biodiversity refers to the variety of biological species, the genetic differences among them, and the habitats and ecosystems they comprise. This book contains activities that use Costa Rica as a case study for engaging students in the scientific investigation of biological diversity. Activities include: (1) Defining Biodiversity; (2) Quantifying Biodiversity; (3) Becoming an Amateur or "Para" Taxonomist; (4) Life Zones in Costa Rica; (5) Valuing Biodiversity; and (6) Tropical Forest for Sale. (JRH)

**ED 409 212** SE 060 470

**Deforestation: Can We Balance Resource Conservation with Economic Growth? Global Environmental Change Series.**

National Science Teachers Association, Arlington, VA.; Environmental Protection Agency, Washington, D.C.

Report No.—ISBN-0-87355-158-3

Pub Date—97

Note—69p.

Available from—National Science Teachers Association, 1840 Wilson Blvd., Arlington, VA 22201-3000 (Stock No. PB138X01).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Conservation (Environment), \*Ecology, Elementary Secondary Education, Environmental Education, Habitats, \*Interdisciplinary Approach, \*Science Activities, Soil Conservation, Teaching Guides

Identifiers—\*Deforestation, \*Environmental Awareness

This book is the second installment in the Global Environmental Change Series that links the ecology and biology of global environmental changes with insights and information from other disciplines. This series teaches students how to gather a wide range of information from pertinent areas of study and encourages them to develop their own opinions in order to make decisions and solve problems. Deforestation refers to the clearing of the earth's forest cover such as occurs when forested land is converted to cropland, pastures, human settlements, and other uses, or when a forest's trees are harvested for lumber or other wood products. This book focuses on Washington State's Olympic Peninsula as a case study and contains activities that provide a model for addressing deforestation's ecological and economic impacts. The activities are designed to provide the skills and tools to integrate science with other disciplines to gather information, make decisions, and solve problems. Activities include: (1) Defining Deforestation; (2) Ecological Succession; (3) Soil Erosion; (4) Habitat Loss and Inhabitant Species; and (5) Understanding Land Use. A list of resources is also included. (JRH)

**ED 409 213** SE 060 471

Rhoton, Jack, Ed. Bowers, Patricia, Ed.

**Issues in Science Education.**

National Science Teachers Association, Arlington, VA.; National Science Education Leadership Association.

Report No.—ISBN-0-87355-137-0

Pub Date—96

Note—241p.

Available from—National Science Teachers Association, 1840 Wilson Blvd., Arlington, VA 22201-3000 (Stock No. PB127X).

Pub Type—Collected Works - General (020) — Information Analyses (070)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Constructivism (Learning), Educational Change, \*Educational Strategies, Elementary Secondary Education, Evaluation, Multicultural Education, Partnerships in Education, \*Professional Development, \*Science Education, Standards, Teacher Education, \*Technology

Identifiers—Reform Efforts

This publication addresses the issues and practical approaches needed to lay the foundation upon which science educators can work together to build effective science programs. It shares the ideas, insights, and experiences of individuals ranging



from science supervisors to university personnel to agencies representing science education. Numerous examples illustrate the utility of topics to practitioners as well as address general issues and perspectives related to science education reform. Section I, "Science Education Reform", examines the issues associated with science education reform. Section II, "Technology", illustrates how technology can be incorporated into the curriculum and used to promote student learning. Section III, "Science Education Research", discusses the importance of basing curriculum and teaching decisions on research findings. Section IV, "Assessment and Evaluation", examines alternative methods of assessment and evaluation. Sections V and VI, "Science Education Leadership" and "Effecting Change", deal with the issues that impact the day-to-day work of curriculum developers, instructional leaders, and science teachers. Finally, section VII, "Professional Development", addresses general issues and perspectives related to professional development. (JRH)

ED 409 214

SE 060 473

Harris, Julia, Ed.

**CD-ROMs and Laserdiscs for Science.**

Eisenhower National Clearinghouse for Mathematics and Science Education, Columbus, OH. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ENC-97-007

Pub Date—97

Contract—R392126001

Note—41p.

Available from—Eisenhower National Clearinghouse for Mathematics and Science Education, 1929 Kenny Road, Columbus, OH 43210-1079. Journal Cit—ENC Focus; v4 n3 1997

Pub Type—Collected Works - Serials (022) — Guides - Non-Classroom (055)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Biological Sciences, Chemistry, Earth Science, Educational Resources, \*Educational Technology, Elementary Secondary Education, Environmental Education, \*Optical Disks, Physics, \*Problem Solving, Science Education, \*Thinking Skills

This issue of ENC Focus highlights laserdiscs and CD-ROMs that encourage students to raise searching questions, enter debates, formulate opinions, and engage in problem solving and critical thinking. The laserdiscs and CD-ROMs were chosen based on the criteria of instructional design, content, and interest. Items featured include: The Chemistry Set; Rainforest Researchers; The Great Ocean Rescue; Genetics: Fundamentals and Frontiers, Level I; The Great Solar System Rescue; Plants, Patterns, and Forces; Primary Science, Volume I; The Voyage of the Mimi; The Human Body; Pip and Zena's Science Voyage; TimeShift Radio; Electricity and Communication; Tri-City Science Club; Animal Pathfinders, Level III; Planetary Manager, Level III; Thinkin' Things Collection I; Sammy's Science House: What's the Secret? Volume I; The Wreck of the Fortuna Dourada; Science Sleuths, Volume I; The Mysteries of the Blob and the Exploding Lawnmowers, Version 1.0; The Miracle of Life, Level III; Understanding Earth; Life Sciences, Level III; Liquid Assets: The Ecology of Water, Level I; HIP Biology I: Discover Biology through Hands-On Image Processing; Physics of Sports: An Interactive Videodisc for Analyzing the Motion of Athletes; Real World Problem Solvers: The Garbage Dump Dilemma; and Our Environment. (JRH)

ED 409 215

SE 060 480

Boyer, Steven E. Lamoreaux, C. Douglas

**Flow Theory as a Construct for Analyzing Learning Environments in a 7th-Grade Science Classroom.**

Pub Date—28 Mar 97

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Educational Experience, Educational Strategies, Grade 7, Junior High

Schools, \*Science Education, \*Student Attitudes

This research effort sought to identify pathways and blockages to flow (the having of optimal experiences) in the daily activities of teachers and students and to develop a critically reflective pedagogy to enhance the probability of flow for teachers and students alike. The critically reflective approach contained elements such as an autobiographical narrative of the teacher's affective response to the classroom experience, fieldnotes and lesson plans, student surveys, and interviews with and diaries from a few selected students. Findings indicate that for the majority of students, school was an enjoyable experience only to the extent that it provided opportunities to be with friends or to participate in sports. Students cited numerous reasons that they did not enjoy school, most of those reasons stemming from control issues including excessive work load, and little control over the content or conduct of classes or the use of time. Many students mentioned stress derived from the behavior of both their fellow students and teachers. A liberal interpretation of the surveys indicates that approximately 1/3 of the students exhibited symptoms suggestive of flow or optimal experience; for approximately 1/2 of the students, anxiety pervaded their daily school experience. Seventeen percent of the students suffered from boredom. Contains 20 references. (Author/JRH)

ED 409 216

SE 060 481

Walters, Joseph M.

**Working with Data in Network Science.**

TERC, Cambridge, MA.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—20 Apr 97

Contract—RED-94-54704

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Computer Uses in Education, Cooperative Learning, \*Data Analysis, \*Data Collection, \*Educational Technology, Elementary Secondary Education, Inquiry, Problem Solving, Science Experiments, Scientific Research, \*Student Projects, \*World Wide Web

Network Science projects are endeavors in which a number of classrooms conduct the same scientific experiment and pool their data using World Wide Web technology. This paper reviews selected findings from research on these projects and describes the recent Web applications that were developed in response to these findings. Findings indicated that many of the observed classes were engaged in genuine inquiry, innovation, and cooperative learning. The telecommunications technology also fostered a genuine sense of community among the participating schools. Findings also indicated a general absence of any analysis of the data these classrooms were collecting. Factors that contribute to the failure of classes to analyze and understand the data they collect are discussed including cognitive, curricular, pedagogical, and technological challenge. Suggestions for adapting the technology to respond to these challenges are presented including the use of Collaborative Learning Environments On-Line (CLEO), a Web space that makes it possible for anyone with an Internet browser to create a data-rich project. (JRH)

ED 409 217

SE 060 483

Steuck, Kurt Miller, Todd M.

**Evaluation of and Authentic Learning Environment for Teaching Scientific Inquiry Skills.**

Pub Date—Mar 97

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Computer Assisted Instruction, \*Computer Software, Computer Uses in Educa-

tion, Educational Technology, Evaluation, \*Inquiry, \*Science Experiments, Scientific Methodology, \*Scientific Research, Secondary Education, Student Research

Instruction in Scientific Inquiry Skills (ISIS) is part of a seven-year Air Force effort—the Fundamental Skills Training Project—to design, build, evaluate, and transition advanced computer-aided instruction to the education community. This report describes ISIS 2.0 and presents the results of an initial field evaluation of the software during the 1995-1996 academic year. The description of cognitive apprenticeship as implemented by ISIS includes modeling expert knowledge and performance skills, coaching as a collaborative effort, structuring, fading authentic knowledge and skill performance, and reflection and articulation. Results are classified according to overall test scores, development of a research question, generation of a hypothesis, design of an experiment, conduct of an experiment, drawing a conclusion, acceptance or rejection of hypotheses, and domain knowledge. Findings indicate that ISIS improves students' scientific inquiry skills more than traditional large-class instruction. Students' skills and domain knowledge grew in a linear fashion as experience with the tutoring system increased. This pre- to post-test gain was found to be larger for inquiry skills than for the domain knowledge. Contains 16 references. (JRH)

ED 409 218

SE 060 485

Blakeslee, Theron Kahan, Janet

**Michigan Curriculum Framework: Science Education Guidebook.**

Michigan State Dept. of Education, Lansing.

Pub Date—96

Note—115p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price — MF01/PC05 Plus Postage.**

Descriptors—\*Curriculum Design, Educational Resources, Educational Strategies, Elementary Secondary Education, Evaluation, \*Professional Development, \*Science Curriculum, Science Education, \*Scientific Literacy, State Curriculum Guides

Identifiers—Michigan

This Guidebook contains ideas, examples, suggestions, and resources that can help teachers create and implement a science curriculum for all students. It is designed to be used as a guide for exploring the issues of vision, teaching, curriculum, and assessment that should be considered and debated in the move towards scientific literacy. Chapters include: (1) "Science Literacy"; (2) "Planning a Strong Science Program"; (3) "Designing the Curriculum"; (4) "Teaching for Science Literacy"; (5) "Classroom Assessment"; (6) "Professional Learning"; and (7) "Resources". (JRH)

## SO

ED 409 219

SO 026 570

Cumming, James A., Ed.

**Critical Games: Four Games To Help Develop Critical Perspectives on Economic and Social Development.**

Massachusetts Univ., Amherst. Center for International Education.

Report No.—ISBN-0-932288-90-1

Pub Date—94

Note—105p.

Available from—Center for International Education, 285 Hills House South, University of Massachusetts, Amherst, MA 01003; telephone: (413) 545-0465 (\$2 plus post and pack).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Critical Thinking, Developing Nations, Disadvantaged Environment, \*Economically Disadvantaged, Educational Games, Foreign Countries, Marxism, Political Power, \*Power Structure, Problem Solving, \*Role Playing, Secondary Education, \*Simulation,

\*Social Change, Social Control, Social Structure, Social Studies, Teaching Guides

The four games in this booklet are designed to stimulate critical thinking about the effects of structural and cultural issues on society and on the process of social change. The first and original game, "The Growth Game," gives participants a hands-on experience with the basic theoretical constructs of a Marxian critique of the mainstream tenets of economic growth. Developed for community organizers and "development workers" from the United States, Asia, Africa and Latin America, the game helps players to understand the impact of inequality on economic opportunity and the "dependency" critiques of the economics most students have learned. The remaining three games were created to fit other audiences and cultural contexts and address different dimensions of power and inequality. The games include: "The Power Game"; "The Class and Gender Game"; and "The Education and Gender Game." All four variations share the same goal of offering participants the opportunity to grapple with the impact of historical inequalities in power, resources, and other valued social goods. Complete instructions for play are included in the booklet. (EH)

**ED 409 220** SO 026 713

Trussman, Mindy S.

**Just Images. Television News Coverage of High-Profile Criminal Trials.**

American Bar Association, Chicago, IL. Public Education Div.; Museum of Broadcast Communications, Chicago, IL.

Report No.—ISSN-1-57073-184-5

Pub Date—5 Aug 95

Note—17p.

Available from—American Bar Association, Division for Public Education, 541 N. Fairbanks Court, Chicago, IL 60611-3314.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Citizenship Education, \*Courts, \*Criminal Law, Cultural Influences, Elementary Secondary Education, Instructional Materials, \*Mass Media Effects, Mass Media Role, Programming (Broadcast), Social Attitudes, \*Social Control, Social Influences, Social Studies, Television Curriculum, Television Research, \*Television Viewing, Violence

This guide describes "Just Images" a series of television programs and exhibitions that offers a public forum for analyzing television's influential portrayals of trials, lawyers, and the legal system. Contending that television portrayals of high-profile trials has altered the public's perception of law and the role of lawyers in the legal process, the program aims to better understand the interactions of mass communication, the legal profession, and the public's involvement in legal conflict. The pamphlet provides a brief history of criminal trials on television and describes several television excerpts that are contained in the Museum of Broadcast Communications collection. Additionally, the pamphlet briefly describes the backgrounds and qualifications of the moderator and panelists who appear in the scheduled television programs. (TSV)

**ED 409 221** SO 026 786

Baxi, Upendra

**Human Rights Education: The Promise of the Third Millennium?**

Pub Date—94

Note—34p.; Paper presented at the Conference of the United Nations Member States and Non-Governmental Organizations (New York, NY, December 9, 1994).

Available from—Organizing Committee of the People's Decade of Human Rights Education, 526 West 111th Street, Suite 4E, New York, NY 10025 (http://www.pdhre.org).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Citizenship, Citizenship Education, \*Civil Liberties, Elementary Secondary Education,

tion, Foreign Countries, Freedom, Global Approach, World History

Identifiers—United Nations

The 20th century could be characterized as the "Age of Rights." Never before has there been such progress and interest in human rights standards. To ensure this progress, human rights education (HRE) needs to look at the world history of the struggles for rights and against tyranny and injustice. The notions of HRE originated in the text of the Universal Declaration of Human Rights. This paper chronicles the history and current state of human rights education. Details of human rights education in the context of the 1974 UNESCO Recommendation, the 1993 UNESCO Montreal Recommendation, the Vienna Declaration, and the Draft Plan of Action for the United Nations Decade for HRE: 1995-2005 are explored. The fundamentals of human rights education cannot be legislated in advance, but must emerge through regular and persistent review by human rights educators. The necessary critiques of human rights pronouncements and the tasks ahead in improving and spreading human rights education are investigated. (LAP)

**ED 409 222** SO 026 788

Guhathakurta, Meghna Lina, Khadija

**Empowering Women at the Grassroots: A Manual for Women's Human Rights Education.**

Nagorik Uddyog, Dhaka (Bangladesh).

Pub Date—Aug 95

Note—23p.

Available from—Nagorik Uddyog, 74 Tejkhuni-para, Dhaka 1215, Bangladesh, 880.2.815868, (http://www.pdhre.org).

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Citizen Participation, Citizenship, Citizenship Education, \*Civil Liberties, \*Empowerment, \*Females, Feminism, Foreign Countries, Freedom, Womens Education

Identifiers—Bangladesh

Nagorik Uddyog (Citizen's Initiative) is a non-profit, non-governmental Bangladeshi organization focused on empowering women at the grassroots level through human rights education. Although women constitute half of the total population of Bangladesh, their participation in social, cultural, and political activities is limited. Recently, significant changes have taken place to make women more visible, yet they still remain disadvantaged compared to their male counterparts because of inequities in education, employment, participation in decision-making, and family matters. Nagorik Uddyog created this manual to educate semi-literate and illiterate women about their rights as women and as citizens of Bangladesh in the public and political spheres. Chapter 1 covers the social/political/economic problems and position of women in Bangladesh. How the law, misuse of religion, and Fatwabazi (sermon-givers) deprive women of their human rights is the topic of chapter 2. In chapter 3, women's rights in the Constitution and United Nations Conference on Elimination of All Forms of Discrimination against Women (UNCEDAW) are explored. The subject of chapter 4 is women's rights in political and public life. All chapters feature activities and questions to stimulate learning and discussion. A concluding section suggests a structure and time frame for workshop activities. (LAP)

**ED 409 223** SO 027 024

Jolis, Cilla Ungerth, Ed.

**A New Approach: The Cairo Conference. Focus: Education, Population, and Development.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Education for All Forum Secretariat.

Pub Date—94

Note—9p.

Available from—Education for All (EFA) Forum Secretariat, UNESCO, 7 Place de Fontenay, 75352 Paris 07 SP, France.

Journal Cit—EFA 2000 Bulletin; n16 Jul-Sep

1994

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Basic Skills, \*Comparative Education, \*Developing Nations, \*Development, Educational Development, Elementary Secondary Education, Foreign Countries, Functional Literacy, Global Education, Human Resources, International Cooperation, \*Literacy, Mass Media, \*Nonformal Education, \*Womens Studies

Identifiers—World Conference on Education for All

This bulletin provides news on the follow-up to the World Conference on Education for All (Jomtien, Thailand, 1990) at which 155 countries pledged to provide education for all children and adults and massively reduce illiteracy before the year 2000. This bulletin focuses on the September 1994 Cairo (Egypt) Population Conference and the issues of population and development which dominated it. Articles include: (1) "Population and Development: A New Approach" (Nafis Sadik); (2) "The Cairo Population Conference: A Women's Agenda"; (3) "Population Education Comes of Age"; (4) "Special Needs Education: Conference Endorses Inclusive Schools"; (5) "Arab Ministers Emphasize Cooperation"; and (6) "Mubarak Signs Delhi Declaration". Other sections includes news briefs, book notes, and a calendar of meetings. (EH)

**ED 409 224** SO 027 034

**Teaching Street Law in High School. Street Law Clinical Program Handbook, 1990-91.**

Georgetown Univ., Washington, DC. Law Center.

Pub Date—91

Note—22p.; For related item, see SO 027 035.

Available from—D.C. Street Law Project, Georgetown University Law Center, Clinical Program Center, 111 F Street, N.W., Suite 330, Washington, DC 20001, telephone: 202-662-9615.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Citizenship Education, \*Civics, Civil Law, Constitutional Law, High Schools, \*Law Related Education, Practicums, Social Studies

Identifiers—District of Columbia, \*Street Law, United States Constitution

This pamphlet is designed to aid law students as they participate in the "Street Law" seminar that pairs law students and educators in the high school classroom. The clinical program places future lawyers in the classroom to help instruct in areas such as how the law affects daily lives, the meaning of the Constitution, dispute resolution, mock trials, and the policies and values that underlie legal rules. This handbook provides clinical requirements and other information to help guide the year long program. Sections include: (1) "Introduction: A Word of Welcome"; (2) "Goals of the Street Law-High Schools Clinic for Law Students"; (3) "Course Requirements"; (4) "Field Supervision"; (5) "Administrative Responsibilities"; and (6) "Evaluation and Grading." (EH)

**ED 409 225** SO 027 035

**Teaching Street Law in Corrections. Clinical Program Handbook.**

Georgetown Univ., Washington, DC. Law Center.

Pub Date—[91]

Note—16p.; For related document, see SO 027 034.

Available from—D.C. Street Law project, Georgetown University Law Center, Clinical Program Center, 111 F Street, NW, Suite 330, Washington, D.C. 20001-2095, 202-662-9615.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Citizenship Education, Civics, Correctional Education, \*Correctional Institutions, \*Crime, \*Criminal Law, \*Law Enforcement, \*Law Related Education, Laws, Police Education, Postsecondary Education, Practicums

Identifiers—District of Columbia, \*Street Law

This pamphlet is designed to aid students of law enforcement as they participate in the "Street Law"

seminar that pairs students of law enforcement with residents of correctional institutions. The clinical program allows future law enforcement workers to apply their legal knowledge and skills in confronting legal issues and problems in the correctional facilities. This handbook provides clinical requirements and other information to help guide the year long program. Sections include: (1) "Introduction: A Word of Welcome"; (2) "Program Goals for Law Students"; (3) "Course Requirements"; (4) "Evaluations and Grading"; and (5) "Program Goals for Residents of Correctional Facilities." (EH)

**ED 409 226** SO 027 054

Stark, Rebecca

**Creative Ventures: Mysteries and UFO's.**

Report No.—ISBN-0-910857-49-0

Pub Date—87

Note—67p.; For related document, see SO 027 055.

Available from—Educational Impressions, 210 Sixth Avenue, Hawthorne, NJ 07507; telephone: 800-451-7450.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Affective Behavior, Convergent Thinking, \*Creative Thinking, Divergent Thinking, Elementary Education, Learning Strategies, Problem Solving, \*Social Studies, Teaching Guides, \*Thinking Skills

Identifiers—Unidentified Flying Objects

This book published in 1987 provides open-ended activities to extend the imagination and creativity of students and encourage them to examine their feelings and values. Williams' model of cognitive-intellective and affective-feeling domains are addressed. Nearly 60 pages of exercises focus on the historical, the scientific, the mysterious, the mathematical, the conjectural, and the whimsical. Some of the topics explored are "Roanoke the Lost Colony"; "Bigfoot"; "UFO's"; and "Flying Saucers." (EH)

**ED 409 227** SO 027 055

Stark, Rebecca

**Creative Ventures: The Future.**

Report No.—ISBN-0-910857-48-2

Pub Date—87

Note—67p.

Available from—Educational Impressions, 210 Sixth Avenue, Hawthorne, NJ 07507; telephone: 800-457-7450.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Affective Behavior, Convergent Thinking, \*Creative Thinking, Divergent Thinking, Elementary Education, \*Futures (of Society), Learning Strategies, \*Prediction, Problem Solving, \*Social Studies, \*Thinking Skills

This book, published in 1987, provides open-ended activities to extend the imagination and creativity of students and encourage them to examine their feelings and values. Williams' model of cognitive-intellective and affective-feeling domains are addressed. Nearly 60 pages of exercises focus on the future, asking students to predict future scenarios, both personal and societal. Some of the topics covered are "Future Fads"; "Clones"; "Madame President"; and "New Features." (EH)

**ED 409 228** SO 027 056

Stark, Rebecca

**Psychology: Student Edition.**

Report No.—ISBN-0-910857-38-5

Pub Date—86

Note—66p.

Available from—Educational Impressions, 210 Sixth Avenue, Hawthorne, NJ 07507; telephone: 800-451-7450.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Behavior, \*Cognitive Psychology, Conditioning, \*Developmental Psychology, \*Individual Psychology, \*Psychology, \*Psycho-

pathology, Secondary Education, \*Social Psychology, Social Studies

This book published in 1986 introduces students to psychology and its related subject areas. Students learn that psychology has matured through the centuries from its taboo beginnings in supernatural beliefs and magic to its current status as a scientific discipline. Sections of the book include: (1) "What is Psychology?"; (2) "Human Development"; (3) "The Nervous System"; (4) "Cognitive Development"; (5) "Creative Problem Solving"; (6) "Intelligence"; (7) "Sensation and Perception"; (8) "Conditioning, Learning and Memory"; (9) "Motivation and Emotion"; (10) "Altered States of Consciousness"; (11) "Frustration and Conflict"; (12) "Mental Disorders"; (13) "Psychotherapy"; (14) "Personality"; (15) "Theories of Personality"; and (16) "Social Psychology." (EH)

**ED 409 229** SO 027 058

Meyer, Eldon Zielinski, Donald David

**Future Options Unlimited: A Textbook for Alternative Futures. Book I. Revised Edition. Grades 5-8 [and] Book II.**

Report No.—ISBN-0-910857-70-9

Pub Date—92

Note—261p.

Available from—Educational Impressions, 210 Sixth Avenue, Hawthorne, NJ 07507; phone: 800-451-7450.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC11 Plus Postage.**

Descriptors—Convergent Thinking, \*Creative Thinking, Divergent Thinking, \*Futures (of Society), \*Global Education, Intermediate Grades, Learning Strategies, \*Prediction, Problem Solving, Secondary Education, Social Studies, Teaching Guides, \*Thinking Skills

These workbooks provide students with opportunities to research and explore future options based on the realities of today. The workbooks each consist of four research units, a future force section, and a reference section. Students are actively involved in the learning process and in acquiring information. The research units in Book I focus on: (1) "Population, Life Expectancy, and Housing"; (2) "Energy"; (3) "Space Exploration and Social Welfare"; and (4) "Transportation and Global Mobility." The research units in Book II focus on: (1) "Communication, Silicon Chips, and Robots"; (2) "Work, Leisure, and Education"; (3) "Health/Medical Technologies and Your Life"; and (4) "Values and Expediences." Contains a total of 75 references. (EH)

**ED 409 230** SO 027 060

**Exploring Maps Teaching Packet.**

Geological Survey (Dept. of Interior), Reston, Va.

Pub Date—[92]

Note—29p.; Posters not available from EDRS.

Available from—Branch of Publications, National Mapping Division, U.S. Geological Survey, 508 National Center, Reston, VA 22092; telephone: 1-800-USA-MAPS.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Cartography, Educational Resources, \*Geography, \*Geology, Instructional Materials, \*Interdisciplinary Approach, \*Locational Skills (Social Studies), \*Map Skills, \*Maps, Physical Geography, Secondary Education, Social Studies, Teaching Guides

This interdisciplinary packet of materials on mapping is intended for grades 7-12. The lessons are organized around themes: location, navigation, information, and exploration. Each lesson has an introductory text and two main activities. Students learn basic mapmaking and map-reading skills and see how maps help answer fundamental geographic questions. The packet contains two posters that illustrate the development of mapping complete with a time line. Included in the packet are four activity sheets with several suggested activities, a teaching guide, and evaluation sheet. A vocabulary list accompanies each activity sheet. The activity sheets are entitled: (1) "What else is here?"; (2) "How do we know where we are?"; (3) "How do we

know where we're going?"; and (4) "Where do we go from here?" Contains 42 references. (EH)

**ED 409 231** SO 027 078

Goldman, Roger And Others

**Teaching about the Bill of Rights in Elementary and Middle School Classrooms: A Resource Guide for Lawyers, Law Students, and Classroom Teachers.**

Phi Alpha Delta Law Fraternity International, Washington, DC.

Spons Agency—Commission on the Bicentennial of the United States Constitution, Washington, DC.

Pub Date—Jul 91

Contract—90-CB-OX-0041

Note—124p.

Available from—Phi Alpha Delta Public Service Center, 7315 Wisconsin Avenue, Suite 325E, Bethesda, MD 20814 (\$10).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Citizenship, \*Citizenship Education, Civics, Civil Law, \*Civil Liberties, Civil Rights, \*Constitutional History, \*Constitutional Law, Educational Resources, Elementary Education, \*Elementary School Curriculum, Instructional Materials, Junior High Schools, Justice, \*Law Related Education, Middle Schools, Social Studies, Teaching Guides

Identifiers—\*Bill of Rights

This guide is to help lawyers and law students work with young students and classroom teachers to integrate lessons on the Bill of Rights into the regular classroom program. Suggestions are given on adapting the lessons for learning disabled, hearing impaired, and gifted students. Lesson plans contain objectives, key concepts and vocabulary, notes for the lawyer or law student, notes for the classroom teacher, and student activities. Information on evaluating the program, additional resources, glossary, and appendices complete the text. The 11 lessons with grade level include: (1) "A Special Birthday Party" (K-1); (2) "Rights in Rogertown" (K-3); (3) "Rights and Responsibilities" (2-3); (4) "The Case of North Harmony Middle School" (4-5); (5) "The Case of New Trend Middle School" (4-5); (6) "The Camp Watchmen Cases" (4-5 or 6-8); (7) "The Case of Tech High" (6-8); (8) "The Case of Sports and the Constitution" (6-8); (9) "A New System of Criminal Justice" (6-8); (10) "Right to Die Cases" (6-8); and (11) "Discrimination Cases" (6-8). The volume also contains an assessment of the program, suggested additional resources, a glossary, and two appendices. (EH)

**ED 409 232** SO 027 149

Carlton, Elizabeth B. Weikart, Phyllis S.

**Guide to "Rhythmically Moving."**

Report No.—ISBN-1-57379-004-4

Pub Date—96

Note—61p.; Recordings not available from ERIC.

Available from—High/Scope Press, High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, Michigan 48198-2898; telephone: 800-40-PRESS.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Cultural Activities, Elementary Secondary Education, Folk Culture, Movement Education, Multicultural Education, \*Music Activities, \*Music Education, \*Rhythm (Music), Teaching Guides

This guide accompanies a series of recordings called "Rhythmically Moving." The series of nine recordings is a rare collection of international folk music designed to aid students as they learn to develop basic timing and musicianship. This guide helps the user of the series to receive maximum benefit from the first of the recordings (RM1). Using the information in the guide, the teacher can help students to grow through an understanding of the music. Each listing in the guide contains the title, the track number, the instrumentation, the overall length in minutes and seconds, and the national or regional origin of the selection. Specialized information includes melodic form, beat, tempo, meter,



and key or mode. Suggestions for use of the selection are given. Sixteen selections are analyzed in this guide. (EH)

**ED 409 233** SO 027 157

Furnham, Adrian. *Oakley, David*

# **Why Psychology?**

Report No.—ISBN-1-85728-298-1

Pub Date—95

Note—134p.

Available from—UCL Press Limited, University College London, Gower Street, London WC1E 6BT England, United Kingdom.

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—Career Planning, \*Careers, Foreign Countries, Higher Education, Individual Psychology, Psychological Characteristics, Psychological Studies, \*Psychology, Social Science Research

This book presents an overview of the field of psychology, its origins, uses, and career opportunities. Chapter 1, "Common-sense Views and Misconceptions about Psychology," looks at common ideas and misconceptions about psychology. Chapter 2, "Background and History of Psychology," considers what psychology is and is not. Chapter 3, "Major Research Methods in Psychology," discusses the methods psychologists use to investigate their subject. Chapter 4, "What Goes On in Psychology?" explores what psychology students are usually taught, the methods of instruction, and some typical examples of psychological research. Chapter 5, "Uses (and Possible Abuses) of Psychology," is concerned with the way psychology is used by society and professional psychologists. Chapter 6, "Taking Things Further," gives some guidance on how to take a further interest in psychology through reading or more formal study and how that study could lead to a career in psychology or other allied areas. Contains references and an index. (EH)

**ED 409 234** SO 027 176

Schardt, Molly

# **Profusion of Color: Korean Costumes and Wrapping Cloths of the Choson Dynasty. A Teacher Workshop on March 11, 1995. Teacher's Packet.**

Asian Art Museum of San Francisco, CA. Spons Agency—California Arts Council, Sacramento.

Pub Date—Mar 95

Note—39p.; Pages 25-26 contain dark print.

Available from—Asian Art Museum of San Francisco, Golden Gate Park, San Francisco, CA 94114 (\$20 per slide set; \$6 for Literary Themes).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Art Education, \*Asian History, \*Asian Studies, Clothing, Clothing Design, Elementary Secondary Education, Females, Foreign Countries, \*Korean Culture, Multicultural Education, Non Western Civilization, Social Studies, Teaching Guides

Identifiers—Choson Dynasty, Korea

This teacher's packet accompanies a slide presentation on needle arts produced by anonymous women of the latter part of the Choson Dynasty (1392-1910) of Korea. The Choson dynasty, lasting 518 years, was the last period of pre-modern Korean history. It was dominated by Confucian thought and regulations. With its strong patriarchal focus and moralistic philosophy, it was the most rigidly controlled society in Korean history. It was dominated by Confucian thought and regulations. With its strong patriarchal focus and moralistic philosophy, it was the most rigidly controlled society in Korean history. The packet contains: (1) an introductory essay describing the women of the Choson Dynasty with descriptions of textile art, costumes, and pojang (beautifully decorated cloth squares or rectangles used to cover or wrap temple offerings, wedding gifts and ritual objects for ceremonies); (2) a description of simple color theory used in creating the ceremonial cloths; (3) a listing of suggested activities for classroom use for grades K-12; (4) a glossary of terms and description of embroidery

stitches; (5) maps of Korea related to the time period; and (6) a 14-item bibliography of resources; and (7) a slide list describing the art depicted on each slide with time period and dimensions of the piece. (EH)

**ED 409 235** SO 027 177

# **Sculpture of Indonesia. [Teacher's Packet for a Teacher Workshop.]**

Asian Art Museum of San Francisco, CA.

Pub Date—Oct 91

Note—72p.; Colored brochure and map may not photocopy well.

Available from—Asian Art Museum of San Francisco, Golden Gate Park, San Francisco, CA 94114 (\$20 per slide set; \$6 for Literary Themes).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Art Education, \*Asian History, \*Asian Studies, Elementary Secondary Education, Foreign Countries, Multicultural Education, Non Western Civilization, \*Sculpture, Social Studies, Teaching Guides, Visual Arts

Identifiers—Bali, Indonesia

This teacher's packet accompanies a slide presentation on the sculpture found in Indonesia. The packet contains: (1) a slide list with descriptions listing time period and dimensions of each piece; (2) an introductory essay describing the setting of Indonesia, the Central Javanese Period and the Eastern Javanese Period; (3) descriptions of how to create recycled paper fans from Java and Balinese palm leaf offerings; (4) a family guide to accompany the "Sculpture of Indonesia" exhibition; (5) reprints from "Art in Indonesia: Continuities and Change" by Claire Holt (Cornell University Press, 1967) and "Ramayana: Indonesian Wayang Show" by Sunardjo Haditjarko; and (6) a map of Indonesia. (EH)

**ED 409 236** SO 027 178

# **Wishes and Riddles: Symbolic Imagery in Chinese Art.**

Asian Art Museum of San Francisco, CA.

Pub Date—[96]

Note—39p.; Pictures may not reproduce well.

Available from—Asian Art Museum of San Francisco, Golden Gate Park, San Francisco, CA 94114 (\$20 per slide set; \$6 for Literary Themes).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Art Education, \*Asian History, \*Asian Studies, \*Chinese Culture, Elementary Secondary Education, Folk Culture, Foreign Countries, Multicultural Education, \*Mythology, Non Western Civilization, Social Studies, Symbolism, Teaching Guides

Identifiers—China, \*Chinese Art

This teacher's packet accompanies a slide presentation on the wishes and riddles found in myths and rebuses in Chinese art. The packet contains: (1) an introductory essay describing symbolism used in the art of various dynasties of China; (2) a slide list describing the art depicted on each slide with time period and dimensions of the piece; (3) a picture of a silk tapestry the "Peach Banquet" with a description of the gods represented on the tapestry; (4) a listing of suggested activities using puns and rebuses to investigate symbolism; (5) a listing of rebuses and figures with other symbolism found in the slides; and (6) a 32-item bibliography of resources on Chinese symbols and myths. (EH)

**ED 409 237** SO 027 179

# **The Arts of Cambodia and Its Neighbors.**

Asian Art Museum of San Francisco, CA.

Pub Date—90

Note—59p.; Slides not available from EDRS.

Available from—Asian Art Museum of San Francisco, Golden Gate Park, San Francisco, CA 94114; telephone: 415-379-8838 (\$20 per slide

set; \$6 for Literary Themes).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Art Education, \*Asian History, \*Asian Studies, \*Cambodian, \*Cambodians, Folk Culture, Foreign Countries, Multicultural Education, Non Western Civilization, Secondary Education, Social Studies

Identifiers—\*Cambodia, \*Cambodian Culture

This teacher's packet accompanies a slide presentation on the arts of Cambodia and those nations on the Indochina peninsula. The packet contains: (1) a slide list describing the art depicted on each slide with time period and dimensions of the piece; (2) an introductory essay describing the geography, people, religion, art and history of the area; (3) pictures of statues and detailed drawings of architecture of the region; (4) an activity investigating ornamentation and jewelry; (5) a brief description of Indian religions; (6) a selective chronology of the Khmer kingdom 9th-15th centuries; and (7) numerous maps of the region. (EH)

**ED 409 238** SO 027 180

# **Literary Themes in the Arts of China, Japan, and India. Suggested Grade Level: High School.**

Asian Art Museum of San Francisco, CA.

Pub Date—[90]

Note—29p.; Slides not available from EDRS.

Available from—Asian Art Museum of San Francisco, Golden Gate Park, San Francisco, CA 94114, 415-379-8838 (\$20 per slide set; \$6 for Literary Themes).

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Art Education, \*Asian History, \*Asian Studies, \*Chinese Culture, Folk Culture, Foreign Countries, High Schools, \*Indians, Interdisciplinary Approach, \*Japanese Culture, Multicultural Education, Mythology, Non Western Civilization, Social Studies, Symbols (Literary)

Identifiers—\*Asian Art, China, India, Japan

This packet is designed to reinforce the approach to literary art themes introduced at the "Arts of Asia" workshop, sponsored by the Asian Art Museum. The packet contains: (1) selected reading passages from the Chinese composition, "The Peach Blossom Spring," the Japanese novel, "The Tale of Genji," and the Indian myth, "Krishna Defeating the Serpent Kaliya"; (2) suggested vocabulary lists; (3) background information about the reading selections; (4) information about the corresponding art objects in the museum; and (5) suggested activities and discussion topics for the classroom. Contains a 30-item bibliography. (EH)

**ED 409 239** SO 027 232

Lipman, Matthew

# **Philosophy Goes to School.**

Report No.—ISBN-0-87722-555-9

Pub Date—88

Note—228p.

Available from—Temple University Press, Philadelphia, PA 19122 (cloth: ISBN-0-87722-537-0; paper: ISBN-0-87722-555-9).

Pub Type—Books (010) — Reports - Descriptive (141)

**Document Not Available from EDRS.**

Descriptors—Civics, Critical Thinking, \*Educational Philosophy, Elementary Secondary Education, Ethics, Hermeneutics, \*Philosophy, \*Reflective Teaching

This book seeks to address the educational significance of philosophy as a subject in the K-12 curriculum, and includes a range of issues from the teaching of philosophy to the improvement of thinking, the nature of a community of inquiry, and the educational significance of grade school philosophy. The book is divided into 6 sections with 15 chapters. Part 1, "Introduction," contains the chapter "Remaking the Foundation." Part 2, "Philosophy in Education," includes the chapters: (1) "Philosophical Practice and Educational Reform"; (2) "The Role of Philosophy in Education for Thinking"; and (3) "Philosophy, Critical Thinking, and

the Core of Common Culture." Part 3, "Ethical Inquiry in the Schools," lists "Education for Civic Values" and "Ethical Inquiry and the Craft of Moral Practice." Part 4, "The Impact on the Curriculum," includes: (1) "Philosophy and Science Education at the Elementary School Level"; (2) "Reasoning in Language at the Elementary School Level"; (3) "Social Inquiry at the Secondary School Level"; and (4) "Thinking and Writing at the Secondary School Level." Part 5, "Reflections on Practice: Implications for Educational Reform," contains: (1) "Constructing a Curriculum to Improve Thinking and Understanding"; (2) "Preparing Teachers to Teach for Thinking"; (3) "Twelve Sessions with Pixie in P.S. 87: A Classroom Log"; and (4) "Philosophy and Creativity." Part 6, "Epilogue," concludes with "The Philosophy of Childhood." (EH)

**ED 409 240** SO 027 272

Bliss, David Banks, Dennis N.

**Characteristics of Secondary Social Studies Teachers: An Update of Ochoa's 1981 Report.**

Pub Date—94

Note—25p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Individual Characteristics, Public Schools, Secondary Education, \*Secondary School Teachers, \*Social Studies, \*Teacher Attitudes, Teacher Background, \*Teacher Characteristics, Teacher Qualifications, Teacher Stereotypes, \*Teaching (Occupation)

Identifiers—\*Ochoa (Anna)

Previous studies on characteristics of social studies teachers have been mostly limited to heavily populated areas. This study attempts to identify the characteristics of public school Social Studies teachers (grades 7-12) in a rural, upstate New York county. Anne Ochoa's 1981 study, "A Profile of Social Studies Teachers," was used as a model for the survey conducted with this sample. Forty-eight teachers in 12 school districts in Otsego County received the survey with 35 teachers responding. Results obtained from this study were similar to the Ochoa findings. Social studies teachers were a mirror of the community, if not the nation, at large. Although a smaller number of teachers were polled than in the Ochoa study, results of this study were comparable to the larger study. (EH)

**ED 409 241** SO 027 324

Walker, Tim

**America's Growing Debt: Understanding the Budget Deficit [and] Teacher's Guide.**

Close Up Foundation, Arlington, VA.

Report No.—ISBN-0-932765-52-1

Pub Date—93

Note—45p.

Available from—Close Up Foundation, 44 Canal Center Plaza, Alexandria, VA 22314, phone: 800-765-3131 (\$6.95; teacher's guide, free with purchase of student text).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Budgeting, \*Budgets, \*Economics, \*Economics Education, \*Financial Policy, Futures (Of Society), Government Role, National Programs, \*Public Policy, Public Sector, Resource Allocation, Secondary Education, Social Studies, Taxes

Identifiers—\*Budget Deficits

This student booklet with accompanying teacher's guide examines the issues and controversies surrounding the nation's debt and deficits. The first section defines key terms relating to the issues and traces how the United States got on the road to fiscal disorder. The second section examines what specific federal spending programs have triggered the accumulation of large annual deficits. Section 3 compares the recently proposed deficit reduction plans made by President Clinton, Ross Perot, and the Concord Coalition. The last section addresses the issue of whether people are prepared to sacrifice to bring down the debt and, if they are not, what the consequences might be for the nation. Chapter titles include: (1) "Deficits As Far As The Eye Can See";

(2) "Budget Deficits and the National Debt"; (3) "Federal Spending: Where Does the Money Go?"; (4) "The Pain and Gain of Deficit Reduction"; and (5) "Is America Ready for 'Fair, Shared Sacrifice'?" Nine bibliographic references for further reading conclude the text. The teacher's guide offers classroom activities, handouts, and test materials around which to create a comprehensive lesson plan. Used in conjunction with the student booklet, this teacher's resource will help students gain an understanding of why the United States has such huge budget deficits and how they may be reduced in the future. (EH/AA)

**ED 409 242** SO 027 342

Hamot, Gregory E.

**Multicultural Instructional Materials: How To Choose?**

Pub Date—Sep 96

Note—16p.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Curriculum Evaluation, Elementary Secondary Education, Instructional Materials, \*Media Selection, \*Multicultural Education, Program Evaluation, Social Studies, Textbook Evaluation

This article provides six criteria to help teachers decide which multicultural-focused instructional materials might most appropriately meet their needs. The criteria hinge on two assumptions: (1) the criteria stem from a definitional assumption; and (2) students bring different learning styles to school that reflect the diverse makeup of classes. The six general criteria useful for selection of materials include: (1) sound instructional content; (2) awareness of culturally different learning styles; (3) a democratic orientation; (4) development of mutual cultural understanding; (5) preparation for life in a global society; and (6) teaching methods. Contains 12 references. (EH)

**ED 409 243** SO 027 369

Bakker, Don

**A More Perfect Union: Shaping American Government [and] Teacher's Resource Packet. Choices for the 21st Century Project.**

Brown Univ., Providence, RI. Thomas J. Watson, Jr. Inst. for International Studies.

Pub Date—Aug 96

Note—148p.

Available from—Choices Education Project, Watson Institute for International Studies, Box 1948, Brown University, Providence, RI 02912 (\$14.00).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Citizen Role, Citizenship, Citizenship Education, \*Civics, Colonial History (United States), Concept Formation, Constitutional History, Debate, Democratic Values, Foreign Policy, High School Students, High Schools, History Instruction, Instructional Materials, Political Science, Politics, Primary Sources, Public Policy, Revolutionary War (United States), Social Studies, \*United States Government (Course), \*United States History, Values, Values Clarification

The student's and teacher's resource books contain primary sources that focus on the values, beliefs, and interests that influenced the political development of the United States as a nation. Students revisit the events and controversies of 1763-88 through primary source documents and reconstructed debates to gain a deeper understanding of the political climate of the era and the values that contributed to the nation's political foundation. In exploring the parallels between the debates of 1776 and 1788 and the country's current political discourse, students gain an insight into the issues that define the current age. A "Chronology of America's Foundation: 1754-1791" and suggested readings are included in the student's book. The teacher's resource book contains 10 lesson plans that stress interactive, group-oriented learning and student-centered instruction. The teacher's book contains student readings; a framework for policy options;

the lesson plans; and resources for structuring cooperative learning, role-plays, and simulations. (CB)

**ED 409 244** SO 027 371

**Caught between Two Worlds: Mexico at the Crossroads. Choices for the 21st Century. [Student Resource Book] and Teacher's Resource Book.**

Brown Univ., Providence, RI. Thomas J. Watson, Jr. Inst. for International Studies.

Pub Date—Sep 96

Note—79p.

Available from—Choices Education Project, Watson Institute for International Studies, Box 1948, Brown University, Providence, RI 02912 (\$12.00).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Cross Cultural Studies, \*Current Events, Developing Nations, Foreign Countries, \*Foreign Policy, Global Approach, High School Students, High Schools, Instructional Materials, Latin American Culture, \*Latin American History, Latin Americans, \*Mexicans, Political Science, Social Studies, Teaching Guides, World Affairs, \*World History

Identifiers—\*Mexico

This student's resource book contains sources that bring Mexico's evolving national identity into sharper focus for U.S. high school students through utilization of a Mexican perspective. Students see the world through Mexican eyes and contemplate current Mexican choices in the areas of economic development, political reform, and foreign relations. At the core of the unit are three distinct directions, or futures, for Mexico in the coming years. Each future is grounded in a clearly defined philosophy about Mexico's place in the world and offers broad guidelines on fundamental Mexican public policy issues. By exploring a spectrum of alternatives, students gain a deeper understanding of the values and assumptions competing for the allegiance of the Mexican people. The background reading prepares students to assess Mexico's policy choices. Part 1 introduces students to the conflict and drama of Mexican history through a historical survey extending from the pre-Columbian period to the financial crisis of 1982. Part 2 analyzes the ramifications of the economic reforms Mexico has undertaken since 1982. Part 3 explores the most pressing public policy challenges facing Mexico today. A student "Focusing Your Thoughts" section and nine suggested student readings also are included. The accompanying teacher's resource book contains a suggested five-day lesson plan, a day-by-day lesson plan, and student activities. The unit opens with an analysis of the recent controversy revolving around the revision of elementary school history textbooks in Mexico. The next lesson centers on Mexico's rich tradition of mural painting to introduce students to the concerns of individual Mexicans. The third and fourth days of the lesson plan involves students in a simulation in which they act as advocates for three futures or take on the role of Mexican voters. On the fifth day, students apply their own policy recommendations for Mexico to pressing constitutional issues. An "Alternative Three-Day Lesson Plan" is also included. (CB)

**ED 409 245** SO 027 406

Hakim, Joy

**Reconstruction and Reform. A History of US. Book Seven.**

Report No.—ISBN-0-19-507757-1

Pub Date—94

Note—192p.

Available from—Oxford University Press, Inc., 200 Madison Avenue, New York, New York 10016.

Pub Type—Books (010) — Guides - Classroom - Learner (051)

**Document Not Available from EDRS.**

Descriptors—Adolescent Literature, Elementary Education, \*Primary Sources, \*Reconstruction

Era, \*Social History, \*Social Studies, \*United States History

Recounting the history of the United States from the end of the Civil War to the social movements of the early 1900s, this book explores the rebuilding of the nation after the Civil War, the growth of urban areas with expanding immigrant populations, the call for women's rights, the organizing of the labor movement, and the spread of inventions such as the telegraph, telephone, and electric lights. Numerous primary documents, photographs, and illustrations highlight the story of this important era in U.S. history. (EH)

ED 409 246 SO 027 425

Hostrop, Richard W.

**Watergate: The Waterloo of a President. ETC**  
Simulation Number 1.

Report No.—ISBN-0-88280-041-8

Pub Date—96

Note—37p.

Pub Type—Guides - Classroom - Teacher (052)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Instructional Materials, \*Presidents of the United States, \*Role Playing, Secondary Education, \*Simulation, Social Studies, Teaching Methods, \*United States History Identifiers—Ellsberg (Daniel), \*Nixon (Richard M), Watergate

This booklet provides instructions for simulating the causes and events that led to the resignation of Richard Nixon as President of the United States. Students role-play activities related to the Watergate break-in, the cover-up attempts, the Congressional hearings relating to impeachment considerations, and the resignation of President Richard M. Nixon on August 8, 1974. (EH)

ED 409 247 SO 027 437

Campbell, Patricia B. Storo, Jennifer N.

**Why Me? Why My Classroom? Equity in Coed Math and Science Classes. Math and Science for the Coed Classroom.**

Education Development Center, Inc., Newton, MA.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—96

Contract—RP92136001

Note—9p.; For related documents, see SO 027 438-440.

Available from—Women's Educational Equity Act (WEEA) Resource Center, Education Development Center, Inc., 55 Chapel Street, Suite 268, Newton, MA 02158-1060; toll free telephone: 800-225-3088.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Coeducation, Educational Quality, Elementary Secondary Education, \*Equal Education, Mathematics Instruction, \*Nondiscriminatory Education, Science Instruction, \*Sex Fairness, Single Sex Schools, Womens Education

This pamphlet addresses the research related to underachievement of women in science and mathematics and the implications of such underachievement for the nation. Fewer women are graduating in science and engineering and girls continue to score lower than boys on science achievement tests. The brochure stresses that an equitable education makes a difference in achievement and suggest guidelines for assessing equity in the classroom. Sections of the pamphlet include: (1) "Why Bother?"; (2) "Are Girls Receiving as Good an Education as Boys?"; (3) "Are Single-Sex Classes the Answer?"; (4) "What is an Equitable Coed Classroom?" and (5) "Is My Class Equitable?" A 9-item reference and sources section concludes the pamphlet. (EH)

ED 409 248 SO 027 438

Campbell, Patricia B. Storo, Jennifer N.

**Teacher Strategies That Work for Girls and Boys. Math and Science for the Coed Classroom.**

Education Development Center, Inc., Newton, MA.

Spons Agency—Women's Educational Equity Act

Program (ED), Washington, DC.

Pub Date—96

Contract—RP92136001

Note—9p.; For related documents, see SO 027 437-440.

Available from—Women's Educational Equity Act (WEEA) Resource Center, Education Development Center, Inc., 55 Chapel Street, Suite 268, Newton, MA 02158-1060; toll free telephone: 800-225-3088.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Classroom Environment, Classroom Techniques, Coeducation, Educational Quality, Elementary Secondary Education, \*Equal Education, Mathematics Instruction, Science Instruction, \*Sex Bias, \*Sex Fairness, Womens Education

This pamphlet offers tips and strategies from teachers who are successful in encouraging both girls and boys to participate in the classroom. Although successful teachers are all different, each classroom has the following things in common: (1) the classroom environment is respectful of students and teachers; (2) all students participate in class; and (3) the classrooms incorporate multiple modes of learning. Sections of the pamphlet include: (1) "Teachers' Tips and Strategies"; (2) "From Harassment to Respect: Changing Classroom Climates"; (3) "We're All in This Together: Improving Classroom Interaction"; and (4) "Motivation, Fun, and Hard Work: Increasing Academic Success." A 9-item reference and sources section concludes the pamphlet. (EH)

ED 409 249 SO 027 439

Campbell, Patricia B. Storo, Jennifer N.

**Whose Responsibility Is It? The Role of Administrators and Counselors. Math and Science for the Coed Classroom.**

Education Development Center, Inc., Newton, MA.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—96

Contract—RP92136001

Note—9p.; For related documents, see SO 027 437-440.

Available from—Women's Educational Equity Act (WEEA) Resource Center, Education Development Center, Inc., 55 Chapel Street, Suite 268, Newton, MA 02158-1060, 800-225-3088.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Administration, \*Administrator Role, Coeducation, Counselor Attitudes, \*Counselor Role, Educational Quality, Elementary Secondary Education, \*Equal Education, \*Females, Mathematics Instruction, Science Instruction, \*Sex Fairness, Womens Education

The National Science Foundation found that fewer female and male students are going with math- and science-related college majors, including engineering. This pamphlet offers tips and strategies for counselors and school administrators to assess how females participate in math and science courses in their schools. Sections of the pamphlet include: (1) "Is There a Problem Nationally?"; (2) "Is There a Problem in Your School?"; (3) "Scheduling: The Secret Weapon"; (4) "The Counselor's Role: Just Do It!"; (5) "School Climate: What's the Problem?"; (6) "Creating a Good School Climate"; and (7) "Creating Change: Some Things to Think About." A 5-item reference and sources section concludes the pamphlet. (EH)

ED 409 250 SO 027 440

Campbell, Patricia B. Storo, Jennifer N.

**Girls Are...Boys Are... Myths, Stereotypes, and Gender Differences. Math and Science for the Coed Classroom.**

Education Development Center, Inc., Newton, MA.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—96

Contract—RP92136001

Note—9p.; For related documents, see SO 027

437-439.

Available from—Women's Educational Equity Act (WEEA) Resource Center, Education Development Center, Inc., 55 Chapel Street, Suite 268, Newton, MA 02158-1060; toll free telephone: 800-225-3088.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Coeducation, Educational Quality, \*Equal Education, Mathematics Instruction, Nondiscriminatory Education, Science Instruction, Sex Bias, \*Sex Differences, \*Sex Fairness, \*Sex Stereotypes, Womens Education

This pamphlet examines the misconception that one's gender is a significant predictor of abilities and interests. Knowing whether an individual is female or male tells a great deal biologically but very little otherwise. Gender is not a good predictor of academic skills, interests or emotional characteristics. Sections of the pamphlet include: (1) "How Much Does Gender Count?"; (2) "How Big Are the Differences?"; (3) "Myths and Realities"; (4) "Why Do Myths Persist?"; and (5) "Is It Real or Is It a Stereotype?". An 8-item reference and sources section concludes the pamphlet. (EH)

ED 409 251 SO 027 606

Demmon, Terri And Others

**Moral and Character Development in Public Education.**

Pub Date—96

Note—28p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Codes of Ethics, Elementary Secondary Education, \*Ethical Instruction, \*Ethics, \*Moral Development, \*Moral Values, \*Personality Development, \*Public Education, Values

This paper addresses the pros and cons educators may encounter if they are involved in a character education program. Those supporting a character education program offer the following reasons: (1) decline of a traditional family structure; (2) erosion of the values system of key institutions; (3) the position of schools as the second most important contributor to a child's value system, with family being first; and (4) prevalent troubling trends in young people, such as declining work ethics, declining civil responsibility, disrespect for authority, dishonesty, violence and ethical illiteracy. Those opposing a character education program cite the following reasons: (1) lack of research showing a direct connection between values and behavior; (2) an erroneous assumption that teaching moral values will reduce irresponsible behavior; (3) the idea that moral values provide limited guidance for moral decisions, known as value conflict; and (4) young people do not perceive the same social problems as adults and would not likely turn to teachers for advice. The results come from a review of the literature and from a survey of 271 educators, students, and employees of mainstream work environments outside of education, all in the Michigan-Indiana area. The research indicated strong support from parents, school employees, and the community for the development and implementation of moral and character development in public education. Contains 22 references and the survey instrument. (EH)

ED 409 252 SO 027 607

Thomas, Duncan And Others

**Parental Investments in Schooling: The Roles of Gender and Resources in Urban Brazil. Labor and Population Program Working Paper Series 96-02.**

Rand Corp., Santa Monica, Calif.

Report No.—DRU-1303-NICHD

Pub Date—Jan 96

Contract—PO1-HD28372

Note—47p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Access to Education, \*Comparative Education, Developing Nations, Economic Development, \*Educational Opportunities, Ele-



mentary Secondary Education. \*Equal Education. \*Females, Foreign Countries. \*Sex, Sex Bias, Sex Discrimination. \*Womens Studies

#### Identifiers—\*Brazil

This study examines the rate of educational attainment of women in Brazil. There have been dramatic increases in women's educational attainment, where today women are better educated than men. The study explores the importance of education and income of mothers and fathers in explaining the growth that has occurred. Maternal education has a bigger impact on schooling of children and a bigger impact on education of daughters, relative to sons. Paternal education has a greater impact on education of sons. One explanation for these differences is that parents do not pool income when allocating household resources. This hypothesis is tested by comparing the differential impact of maternal income on schooling of daughters relative to sons with differences in the impact of paternal income on the education of sons relative to daughters. The data were drawn from the 1982 "Pesquisa Nacional por Amostra de Domicílios (PNAD), a very large household labor force survey in Brazil. After controlling for a household fixed effect, these "differences-in-differences" are significant indicators that income-pooling is not consistent with the data. Contains 49 references. (Author/EH)

ED 409 253 SO 028 087

#### Contrasts in Blue: Life on the Caribbean Coral Reef and the Rocky Coast of Maine.

Smithsonian Institution, Washington, DC. Office of Elementary and Secondary Education.

Pub Date—96

Note—17p.

Available from—Smithsonian Office of Elementary and Secondary Education, "Art to Zoo," Arts and Industries Building 1163/MRC 402, Washington, DC 20560.

Journal Cit—Art to Zoo: Teaching with the Power of Objects; Nov-Dec 1996

Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—\*Ecology, Elementary Education, Instructional Materials, Integrated Activities, Interdisciplinary Approach, Marine Biology, \*Marine Education, Science Activities, Social Studies

Identifiers—\*Coasts (Ocean), \*Coral Reefs, Maine

Ecosystem contrasts between the Caribbean Coral Reef and the Rocky coast of Maine are the focus of this instructional resource. The publication, issued four times a year, explores single topics through an interdisciplinary, multicultural approach. The activities presented in this issue encourage students to consider the role of temperature, sunlight, waves, and tides in the creation of unique marine environments. Following background information concerning the theme, a 3-step, integrated science and social studies lesson plan is given. Objectives, materials, and procedures are indicated. Three reproducible student activity pages, including one given in both English and Spanish, are included. A glossary, answer keys, and list of resources conclude the issue. (MM)

ED 409 254 SO 028 229

Bukker, Don

#### Ending the War against Japan: Science, Morality, and the Atomic Bomb. Choices for the 21st Century.

Brown Univ., Providence, RI. Thomas J. Watson, Jr. Inst. for International Studies.

Pub Date—Jul 95

Note—113p.

Available from—Choices Education Project, Watson Institute for International Studies, Box 1948, Brown University, Providence, RI 02912

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(\$10 each, student or teacher's resource book).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Asian History, \*Decision Making, Decision Making Skills, Educational Objectives, Foreign Countries, \*Foreign Policy, High Schools, Japanese, Non Western Civilization, \*Nuclear Warfare, Political Science, Primary Sources, Social Studies, Teaching Methods, \*United States History, World Affairs, World History, World Problems, \*World War II

Identifiers—\*Japan, Truman (Harry S)

This unit presents students with dilemmas faced by U.S. policymakers with three distinct options for U.S. policy toward Japan. Background readings provide students with information on the U.S. decision to drop the atomic bomb on Japan in 1945. By exploring a spectrum of alternatives, students gain a deeper understanding of the values underlying specific policy recommendations. The readings are divided into: (1) "Total War in the 20th Century"; (2) "The Development of the Atomic Bomb"; (3) "July 1945-The Moment of Decision"; (4) "Policy Options"; and (5) "Epilogue: The Decision and the Consequences." The teacher's resource book contains five day-by-day lesson plans with student activities. The material seeks to go beyond the well-worn question, "Should the atomic bomb have been dropped on Japan?" Rather, the unit allows students to examine primary source materials and background information available to U.S. decision-makers during World War II in mid-1945 to reconstruct both the scientific odyssey that produced the bomb and the debate within the Truman administration on whether the bomb should have been used against Japan. This unit rests on the premise that history is best understood when students wrestle with the same historical forces and policy constraints that shaped the perceptions of decision-makers of the past. In exploring the relationship between science and policy, this unit is designed to promote critical thinking skills through interactive cooperative learning and individual analytical exercises. Skills that are emphasized and reinforced in the lessons include reasoning from cause and effect, recognizing historical patterns and connections, presenting oral and written arguments clearly and convincingly, identifying the interaction between values and political actions, drawing generalizations and hypotheses, and understanding the historical context of past policy decisions. This Choices unit includes student readings, a framework of policy options, suggested lesson plans, and resources for structuring cooperative learning, role-plays, and simulations. (CB)

ED 409 255 SO 028 341

Wildman, Jul Schumacher, Leni

#### Art and Archaeology.

Report No.—ISBN-0-945666-59-4

Pub Date—97

Note—132p.; Posters not available from EDRS.

Available from—CRIZMAC Art & Cultural Education Materials, P.O. Box 65928, Tucson, AZ 85728-5928 (\$39.95).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Ancient History, \*Archaeology, \*Art, Art Education, Critical Thinking, Critical Viewing, Elementary Secondary Education, Foreign Countries, Social Studies, Teaching Guides, Visual Arts

Identifiers—Cave Paintings, Celtic Civilization, Chinese Civilization, Egyptian Architecture, Egyptian Art, Greek Architecture, Greek Art, Nile River, Pompeii, Qin Dynasty, Roman Architecture, Roman Art

Organized in eight chapters, this interdisciplinary resource packet highlights the relationship between art and archaeology. Chapter 1 presents the vocabulary and several introductory activities that prepare students to participate in the subsequent chapters. These chapters focus on (2) "Lascaux Cave Paintings"; (3) "Life Along the Nile" (ancient Greece); (4) "The First Emperor of China" (Qin Shi Huangdi); (5) "Aegean Wonders" (ancient Greece);

(6) "Pompeii"; (7) "Celtic Legacies" (Celt people who lived in various areas of Europe, also known as "Keltoi" or "Gauls"); and (8) "Create an Exhibit." Background information is provided. Each lesson contains objectives, list of materials, vocabulary, discussion questions, activities, and assessment information. The resource kit includes 25 poster images that relate to the lessons. Discussion ideas, based on selected images from the posters, encourage critical viewing and critical thinking. Reproduction masters of student worksheets and guides are provided. Appendices include the "National Standards for Art Education-Visual Arts," a glossary, index, related resources, suggestions for further reading, web sites, and acknowledgments. (MM)

ED 409 256 SO 028 342

Chalmers, F. Graeme

#### Celebrating Pluralism: Art, Education, and Cultural Diversity. Occasional Paper 5.

Getty Education Inst. for the Arts, Los Angeles, CA.

Report No.—ISBN-0-89236-393-2

Pub Date—96

Note—107p.

Available from—J. Paul Getty Trust, Getty Trust Publications, 1200 Getty Center Drive, Suite 500 Los Angeles, CA 90049-1682 (\$10).

Pub Type—Reports - Descriptive (141)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Art Education, \*Cultural Pluralism, Curriculum Design, Curriculum Development, \*Discipline Based Art Education, Elementary Secondary Education, \*Multicultural Education, Visual Arts

After providing a historical context for art education, this text explores the implications for art education from the broad themes found in art across the cultures. Discussions focus on how art education programs promote cross cultural diversity in art, affirm and enhance self-esteem and pride in students' cultural heritage, and address issues of ethnocentrism, bias, stereotyping, prejudice, discrimination, and racism. Using discipline-based art education as a framework, the paper examines existing art education curricula and suggests ways to design and implement a curriculum for multicultural art education. Contains 211 references. (MM)

ED 409 257 SO 028 345

McPherson, James M.

#### His Name was Lincoln: A Multimedia Biography. [Multimedia].

Pub Date—May 96

Note—176p.; CD-ROMs and software not available from EDRS.

Available from—Sunburst Communications, 101 Castleton Street, PO Box 100, Pleasantville, NY 10570-9963 (\$79.00).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Reference Materials - General (130)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Civil War (United States), Computer Uses in Education, Elementary Secondary Education, Independent Study, Instructional Materials, Slavery, Social Studies, \*United States History

Identifiers—\*Lincoln (Abraham)

These printed materials (a user's guide, a 2-part topical guide on peace and war with suggestions for classroom activities, a teacher's guide for the "Magic Media Slate.") accompany a multimedia resource packet that includes 2 interactive CD-ROMs and "Magic Media Slate," a word processor program. The packet examines the life and times of Abraham Lincoln. The user's guide introduces the program, explains how to begin, and points to activities in the teacher's guide. The 11 chapter, 2-part topical guide, "Peace and War," presents activities for students to gain further understanding. Each chapter is divided into four standard sections: recording immediate impressions; listening and comprehending; student handouts; and extensions and expressions. The "Magic Media Slate" teacher's guide assists with installing the program

on the computer, explains how to get started, offers instruction on using the word processor, and teaches how to work with multimedia in a word processing environment. The guide concludes with an index of special clip art for use with the program. (MM)

ED 409 258 SO 028 347

Watt, Michael G.

**National Curriculum Collaboration: The State of Reform in the States and Territories.**

Pub Date—Jul 1997

Note—34p.; Paper presented at the Biannual Meeting of the Australian Curriculum Studies Association (Sydney, New South Wales, Australia, 10-13 July, 1997).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—\*Academic Standards, Curriculum Design, \*Curriculum Development, Educational Change, \*Educational Cooperation, Educational Legislation, Educational Planning, \*Educational Policy, Educational Quality, Elementary Secondary Education, Foreign Countries, \*National Programs, \*State Standards, Student Evaluation

Identifiers—\*Australia

Between 1986 and 1993 Australia developed a national curriculum framework of statements and profiles in eight learning areas. These areas were (1) English, (2) mathematics, (3) science, (4) studies of society and the environment, (5) arts, (6) health and physical education, (7) technology, and (8) languages other than English. This development represented the most significant curriculum reform ever attempted in Australian education. Previous studies have examined the effects of the contrasting doctrines of corporate federalism and economic reform with the states' rights' position adopted by the states and territories. This article explores how antecedent conditions for curriculum development have influenced the process of implementing the national statements and profiles in the states and territories between 1993 and 1997. The states and territories examined are Queensland, New South Wales, Victoria, South Australia, Western Australia, Tasmania, Australian Capital Territory, and the Northern Territory. The national curriculum reform movement was based on assumptions and goals driving the broader agenda for educational reform during the 1980s. The individual states and territories, however, had already begun their own curricular reforms by the time the national agenda began implementation in the 1990s. The level of success and implementation of the national curriculum has been significantly affected by the success, degree of political support, and level of implementation of the individual efforts in each state and territory. (MJP)

ED 409 259 SO 028 348

Bergonzi, Louis Smith, Julia

**Effects of Arts Education on Participation in the Arts. Research Division Report 36.**

National Endowment for the Arts, Washington, DC. Research Div.

Report No.—ISBN-0-929765-47-8

Pub Date—96

Note—85p.

Available from—Seven Locks Press, P.O. Box 4466, Santa Ana, CA 90749.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Art, \*Art Education, \*Audience Analysis, \*Audience Participation, Audiences, \*Community Education, Dance, Dance Education, Drama, Dramatics, \*Fine Arts, Language Arts, Literature, Music, Music Education, Tables (Data), Theater Arts, Visual Arts

Identifiers—\*Arts Participation, Survey of Public Participation in the Arts

Using data from the 1992 Survey of Public Participation in the Arts (SPPA92), research focused on the question: "Does arts education make arts participation more accessible to Americans?" The effects of both school-based arts education and community-based arts education were considered and compared. Art forms considered in this investi-

gation were classical music, jazz, opera, musical plays or operettas, non-musical dramatic plays, ballet, other forms of dance, poetry, novels or short stories, visual art, and video programs about the arts or artists. Measures of arts consumption employed were live attending at arts performances (attendance); listening to radio broadcasts or audio recordings on record, tape, or compact disc (audio media); watching performances on television and/or using the videocassette recorder (video media); and reading print literature or listening to recordings of print literature (print media). The following are summarized research findings presented in this document. (1) Arts education was the strongest predictor of almost all types of arts participation (arts performances being the exception). Those with the most arts education were also the highest consumers and creators of various art forms. (2) The higher one's socioeconomic status (SES), the more arts education one received. The SES was more important to increased community-based arts education than for school-based arts. Men were only slightly less likely than women to take arts courses in school but much less likely to do so in community-based arts education agencies outside of school. White respondents reported much higher levels of community arts education than did Asians, African-Americans, or Hispanics. (3) The more one received of both school- and community-based arts education, the more one participated in arts as an adult, either through consumption or creation. The exception was in art performance where having received community-based arts education did nothing to predict arts performance, and receiving school-based education actually decreased the likelihood that individuals would continue to perform as adults. This document includes figures, tables, appendices, notes, and a bibliography. (MM)

ED 409 260 SO 028 472

Kirlin, Katherine S. Kirlin, Thomas M.

**Smithsonian Folklife Cookbook.**

Smithsonian Institution, Washington, D.C.

Report No.—ISBN-1-56098-089-3

Pub Date—91

Note—320p.

Available from—Smithsonian Institution Press, PO Box 960, Herndon, VA 22070-0960 (cloth: ISBN-1-56098-091-5; paper: ISBN-1-56098-089-3).

Pub Type—Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—\*Folk Culture, Material Culture, Multicultural Education, \*North American Culture, \*Recipes (Food), Social Studies

Identifiers—\*Cook Books

Based on the premise that food and cooking traditions capture what is distinctive about the United States, more than 275 recipes that represent U.S. regional and cultural diversity are presented in this book. Photographs, anecdotes, and essays demonstrate the family traditions and local lore of the many people who, over the years, have participated in the Smithsonian Institution's annual Festival of American Folklife. Following "The Festival of American Folklife: A Timeline," the contents of the guide are organized by geographic regions and ethnic groups as follows: Native American; New England; Mid-Atlantic; South; Upper Great Lakes; Great Plains; West and Southwest; and The Islands. Information about the contributors, illustration sources, and an index conclude the text. (MM)

ED 409 261 SO 028 473

Mason, Paul, Ed.

**Threatened Cultures: Kalahari, Bushmen, Kurds, Maori, Native Americans, Saami of Lapland, Tibetans. Threatened Cultures Series.**

Report No.—ISBN-1-56847-160-2; ISBN-1-56847-149-1; ISBN-1-56847-151-3; ISBN-1-56847-150-5; ISBN-1-56847-159-9; ISBN-1-56847-152-1

Pub Date—94

Note—294p.

Available from—Thomson Learning, 115 Fifth Avenue, New York, NY 10003. (\$91.50. Set of

6 Books).

Pub Type—Books (010) — Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—\*Childrens Literature, \*Cultural Awareness, \*Cultural Maintenance, \*Culture Conflict, Elementary Education, Ethnic Discrimination, Foreign Countries, \*Global Education, Human Geography, Instructional Materials, Maori (people), Minority Groups, Multicultural Education, Social Discrimination, Social Studies, World History

Identifiers—China (Tibet), \*Endangered Cultures, Iran, Iraq, Kalahari Desert, Kurds, Lapland, Lapps, New Zealand, North America, Turkey

Each of the 6 separate books in this series for juveniles introduces students to an ancient culture still in existence today. The illustrated guides examine the challenges facing each cultural group from contemporary social, political, and technological influences. The books in the series include: (1) Kurds (John King); (2) Native Americans (James Wilson); (3) Maori (Robert Macdonald); (4) Tibetans (Judith Kendra); (5) Saami of Lapland (Piers Vitebsky); and (6) Kalahari Bushmen (Alan Bernard). The stories of these people explain the history, politics of their homelands, traditional beliefs and values, and difficulties of maintaining their unique culture. Each book contains a glossary, suggestions for further reading, addresses for information and social action, and an index. (MM)

ED 409 262 SO 028 474

Adams, Simon And Others

**The DK Geography of the World. First American Edition.**

Report No.—ISBN-0-7894-1004-4

Pub Date—96

Note—304p.

Available from—Dorling Kindersley, Inc., 95 Madison Avenue, New York, NY 10016 (\$39.95).

Pub Type—Books (010) — Reference Materials - Geographic (133)

Document Not Available from EDRS.

Descriptors—Atlases, Charts, \*Geography, \*Human Geography, Illustrations, \*Maps, Reference Materials, \*Social Studies, Statistics, Teaching Guides, \*World Geography

This illustrated guide combines maps, photographs, charts, and illustrations to bring facts about physical and human geography to life. The information is organized in six continental sections and a reference section. Full colored maps, produced by digital imagery, with details about each country's physical geography, its people, and its important sites, are provided. Explanations are given for how the landscape or climate of each region has shaped the area's development. Topics include agriculture and industry, ethnic groups, everyday life, food, and recent history. Fact boxes provide at-a-glance access to key facts such as population, currency, language, and literacy rate. Facts, dates, statistics, a comprehensive gazetteer, glossary, and an index complete the classroom resource. (MM)

ED 409 263 SO 028 475

Reynolds, Nancy Walkup

**Art Lessons for the Middle School. A DBAE Curriculum. Reproducible Book.**

Report No.—ISBN-0-8251-2143-4

Pub Date—92

Note—70p.

Available from—J. Weston Walch, PO Box 658, Portland, ME 04104-0658 (\$13.95), (<http://www.walch.com>).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Aesthetics, Art, \*Art Activities, Art Criticism, \*Art Education, \*Art History, \*Discipline Based Art Education, Intermediate Grades, Junior High Schools, Middle Schools, Teaching Guides, Visual Arts

Identifiers—\*Art Elements, \*Art Principles

The art lessons presented in this teaching guide are concept-centered and integrate the four disciplines of art: art production, art history, art criticism, and aesthetics. Individual units are organized

by the elements of art (line, value, texture, color, shape, form, and space) and the principles of design (balance, emphasis, contrast, variety, rhythm, proportion, and unity). Additional units for art history, art criticism, and aesthetic judgement are included. Projects within each unit are sequentially and cumulatively arranged and present a variety of techniques and media appropriate to each unit's given art concept. Learning objectives are stated in behavioral terms. Level of skill, materials and preparation, instructional resources, motivation, procedures, evaluation, and necessary time allotment are identified. Vocabulary terms are given. (MM)

**ED 409 264** SO 028 476

Stewart, Gail

**Living Spaces: In the Desert, In the Future, In the Mountains, In the Polar Regions, In Space, On the Water. Living Spaces Series.**

Report No.—ISBN-0-86592-106-7; ISBN-0-86592-115-6; ISBN-0-86592-107-5; ISBN-0-86592-108-3; ISBN-0-86592-116-4; ISBN-0-86592-109-1

Pub Date—89

Note—186p.

Available from—Rourke Enterprises, Inc., PO Box 3328, Vero Beach, FL 32964 (\$89.70, Set of 6).

Pub Type—Books (010) — Guides - Classroom - Learner (051)

**Document Not Available from EDRS.**

Descriptors—\*Built Environment, \*Childrens Literature, Cultural Awareness, Elementary Education, \*Environmental Influences, Foreign Countries, Futures (of Society), Global Education, \*Habitats, \*Human Geography, Instructional Materials, Physical Environment, \*Social Studies, Water

Identifiers—Deserts, Mountains, Polar Regions, Space Colonization

Each of the 6 separate books in this classroom series for juveniles introduces students to the variety of living spaces people have adapted in order to survive in a hostile environment. The illustrated guides examine several cultures which have developed and thrived in these environments. (1) "In the Desert" looks at: The San of the Kalahari; The Bedouins of Arabia; The 'Blue People' of the Sahara; The Aborigines of Australia; and the Navajo of the American Southwest. (2) "In the Mountains" presents: Mountain People in Appalachia; The Kazaks of Xinjiang; The Mountain People of Tibet; The Indians of Peru; The People of the White Reindeer; and the Bhutias of Sikkim. (3) "In the Polar Regions" looks at: The Inuit of Alaska; The Inuit of Northern Canada; The Lapps of Europe; and Homes of the Siberian People. (4) "On the Water" presents: On the Water in Hong Kong; The Ma'dans of Iraq; The Sons of the Lake; The People of Kampong Ayer; and The Aymara Indians of Lake Titicaca. The last two books in the series: "In the Future" and "In Space" invite students to consider influences that might affect the design and development of futuristic habitats. Each book includes a glossary and an index.

## SP

**ED 409 265** SP 037 049

Hanley, Mary Stone And Others

**Interprofessional Collaboration 1996 Resource Guide: A Resource Guide of Learning Activities.**

Washington Univ., Seattle. Human Services Policy Center.

Spons Agency—National Association of State Boards of Education, Alexandria, VA.; Pew Charitable Trusts, Philadelphia, PA.; Ford Foundation, New York, N.Y.

Pub Date—96

Note—343p. Also supported by funds from the Stuart Foundations and the Dewitt-Wallace Foundation.

Available from—Human Services Policy Center, University of Washington, Box 353060, Seat-

tle, WA 98195-3060 (\$25.00 plus tax; \$27.10 total).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Collegiality, \*Educational Cooperation, Elementary Secondary Education, Graduate Study, Higher Education, Inservice Teacher Education, \*Interdisciplinary Approach, \*Interprofessional Relationship, Leadership, Leadership Training, \*Learning Activities, Management Development, Organizational Climate, Organizational Communication, Preservice Teacher Education, \*Teacher Collaboration

Identifiers—\*University of Washington

The Training for Interprofessional Collaboration Project (TIC) is a joint effort of five professional schools of the University of Washington and various community sites and agencies to provide preservice (graduate level) and inservice training in teacher and interprofessional collaboration. The guide includes bibliographies, case studies, instruments, syllabi, and other materials to facilitate the practice of collaboration in the classroom and elsewhere. The guide is divided into five sections. An introduction describes the project's goals, conceptual framework, and effective models of instruction. Section 2 provides suggested learning activities and supplemental materials grouped into six sub-sections on: collaborative practice, intrapersonal well-being, interpersonal effectiveness, group process competence, organizational expertise, and community and national (socio-cultural) perspective. Supplemental materials include overheads, handouts, case studies, and instruments. The third major section provides seven additional case studies. Section 4 presents information and syllabi from various academic and agency institutions currently involved in providing collaborative instruction. Section 5 contains over 1,000 bibliographic references. (JLS)

**ED 409 266** SP 037 154

Veen, Wim And Others

**Partnership and Cooperation at Two Levels: Tele-Guidance in Teacher Education.**

Pub Date—96

Note—22p. Paper presented at the Annual Conference of the Association for Teacher Education Europe (Glasgow, Scotland, United Kingdom, September 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Beginning Teachers, \*Distance Education, \*Educational Technology, Elementary Secondary Education, Foreign Countries, Higher Education, Inservice Teacher Education, Mentors, \*Preservice Teacher Education, \*Reflective Teaching, Student Teachers, Teacher Education Programs, Technological Advancement, Transfer of Training

Identifiers—State University of Utrecht (Netherlands), University of Barcelona (Spain), University of Exeter (England), University of Trondheim (Norway)

This paper describes the experiences of four university teacher education institutions collaborating in an European Union-funded project called the REFLECT project: the Universities of Barcelona (Spain), Exeter (England), Trondheim (Norway), and Utrecht (Netherlands). The project's focus is on the development of reflective competencies in preservice and beginning teachers using various modes of distance education, especially remote computer conferencing or "tele-guidance." In this partnership, the participants collaborate on two levels: first, collaboration between teacher-educators developing a pedagogy of tele-teaching and, second, collaboration between university teachers and student teachers during preservice teaching experiences. Each institution used a different theoretical model to develop reflectivity and different electronic delivery modes varying from video conferencing to one-to-one e-mail. All tele-tutoring was embedded in regular teacher training. The Dutch experiences indicated that an established organiza-

tion with common standards for the exchange of messages is a critical condition for a well-functioning computer conference. The Exeter experiences focused on analysis of teaching of the subject versus analysis of performance in the communications process. The Utrecht project focused on reflection as part of a problem solving process and the Barcelona project on the degree to which teachers critically reflect on values embedded in their thinking and practice. Results of a survey of telecommunications use in European teacher education are also reported. (Contains 43 references.) (JLS)

**ED 409 267** SP 037 253

Ariv, Tamar Clinard, Linda McCorkel

**Does Coaching Student Teachers Affect the Professional Development and Teaching of Cooperating Teachers? A Cross-Cultural Perspective.**

Pub Date—96

Note—23p. Paper presented at the International Conference on Teacher Education (2nd, Netanya, Israel, June 30-July 4, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Action Research, College School Cooperation, Comparative Education, \*Cooperating Teachers, \*Cross Cultural Studies, Elementary Secondary Education, Faculty Development, Foreign Countries, Higher Education, Inservice Teacher Education, Partnerships in Education, Preservice Teacher Education, Professional Development Schools, Reflective Teaching, \*Student Teachers, Teacher Attitudes, Teacher Student Relationship, Teacher Supervision

Identifiers—Beth Berl College (Israel), Coaching for Improved Teaching, University of California Irvine

This study examined the perceptions of cooperating teachers who are coaching student teachers within Professional Development School (PDS) models in two cultures. Part of an action research project conducted by the University of California-Irvine (UCI) and Beit Berl College (Israel), the study examined: (1) what contributions the cooperating teacher provides to the preservice teacher and receives from collaborating with a preservice teacher in training and (2) whether the cooperating teacher's coaching role reflects his/her own teaching and professional life. Data in the United States and Israel were gathered using the same methodology. Dialogue meetings were scripted and then content analyzed for emerging patterns and categories. A questionnaire was developed. The original questionnaire was completed by 58 California teachers in 1993-94 and a second version was completed by 19 Afek (Israel) teachers in 1994-95. The cooperating teachers in both California and Israel felt their contributions to the student teachers were significant. Israeli teachers emphasized seeing students as individuals first and instructional techniques second. American teachers emphasized classroom management, then instructional ideas. Only the American teachers reported that they themselves benefitted from interaction with preservice teachers. Versions of the questionnaire are appended. (Contains 26 references.) (JLS)

**ED 409 268** SP 037 364

Mills, Brett D. And Others

**Lab Exercises for Kinesiology.**

United States Sports Academy, Daphne, AL.

Pub Date—Apr 97

Note—78p.

Pub Type—Reports - Descriptive (141)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—\*Athletics, \*Biomechanics, \*Exercise, Exercise Physiology, Higher Education, Motor Reactions, \*Musculoskeletal System, Physical Activities, Physical Education, Psychomotor Skills, \*Skill Development, Teaching Methods

Identifiers—\*Kinesiology, \*Mechanical Kinesiology

This monograph presents descriptions of various exercises and athletic activities with a kinesiology-



cal and biomechanical analysis of the muscle systems involved. It is intended as examples of laboratory activities and projects in a college course in kinesiology. A listing of the required laboratory exercises precedes the examples. Specific activities analyzed include: seated row exercise, right-handed baseball bat swings, instep shoeless soccer kick, right-legged soccer kick. Additionally, a strength training, conditioning, and testing program for team handball is detailed including skill tests and a training schedule for both off-season and in-season phases. An example of required student assignments involving videofilming four specific skills from four different sports with a review of the literature and kinesiological and biomechanical analysis of each is also provided. The sports skills analyzed are: (1) the long snap (football), (2) the roundhouse kick (karate), (3) the vertical jump (basketball, volleyball, track and field), and (4) rope jumping (general conditioning). (Contains 182 references.) (JLS)

**ED 409 269** SP 037 367

Burns, Rebecca C. Meehan, Merrill L.

**E-Mail Survey of the Interdisciplinary Teamed Instruction (ITI) Listserv Discussion Group: Exploratory Study of an Electronic Community of Learners.**

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jul 96

Contract—RJ96006001

Note—27p.

Available from—Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325-1348; telephone: 800-624-9120; world wide web: <http://www.ael.org>

Pub Type—Reports - Evaluative (142) - Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Collegiality, Communications, Electronic Equipment, \*Electronic Mail, Elementary Secondary Education, Higher Education, Interaction, \*Interdisciplinary Approach, Interprofessional Relationship, Peer Relationship, Professional Development, Teacher Attitudes, \*Teacher Collaboration, \*Team Teaching, Teamwork

Identifiers—\*Listsers

This report is a formative evaluation of the use of an online listserv discussion group as part of a continuing project with schools exploring or implementing interdisciplinary teamed instruction (ITI). A survey was developed to identify member characteristics, what services were liked and used most, and what services were desired. Analysis of 59 completed surveys (out of 250 listserv subscribers) indicated respondents included educators in 29 states and 3 foreign countries with the majority (56 percent) being teachers. On a general level, the results supported the inclusion of cyberspace in the concept of professional community. Most respondents were local education agency staff who reported they were satisfied with the listserv services and used it frequently. Respondents also indicated strong interest in online education in ITI and the practical aspects of curriculum integration. The survey is appended. (JLS)

**ED 409 270** SP 037 369

Toffel, Ronald C.

**A Research Workbook for Education Students.**

Pub Date—Apr 97

Note—42p.

Pub Type—Guides - Classroom - Learner (051)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—College Libraries, Higher Education, \*Independent Study, Library Instruction, Library Skills, Preservice Teacher Education, \*Research Skills, Search Strategies, Workbooks

This workbook is intended to teach education students information about basic library resources and information gathering techniques that are important in conducting educational research or writing a research paper. Most chapters are in the form of assignments which require students to use the reference materials for a specific purpose. Chapter 1 provides an annotated list of six guides to

research methods in education. Chapter 2 briefly discusses the process of selecting and identifying a topic. Chapter 3 describes four guides to current reference sources. Chapter 4 provides an annotated guide to four subject encyclopedias and dictionaries in the field of education. Chapter 5 is a guide to six handbooks and yearbooks in education. Chapter 6 introduces the use of six bibliographies of bibliographies. Chapter 7 explains the use of 10 indexes and abstracts. Chapter 8 explains how to find relevant Federal government publications. Chapter 9 describes five directories of organizations and leaders in education. Chapter 10 lists six statistical sources, most specific to education. Chapter 11 is an overview of online information sources including ERIC (Educational Resources Information Center) and the Internet. Chapter 12 discusses periodicals and newspapers. (JLS)

**ED 409 271** SP 037 370

Cosgrove, Maryellen S.

**Perfecting Educational Practice: The Georgia Model. Distance Learning Technology in the Teacher Education Program.**

Pub Date—Feb 97

Note—53p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (49th, Phoenix, AZ, March, 1997). Figure 1-13 contains filled print.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Distance Education, Elementary Secondary Education, Higher Education, \*Interactive Television, Multicultural Education, \*Preservice Teacher Education, Program Effectiveness, State Programs, State Universities, Student Teachers, Teacher Attitudes, \*Telecommunications, \*Telecourses

Identifiers—Georgia, Georgia Statewide Academic and Medical System

The Armstrong Atlantic State University Teacher Education Program is a participant in the Georgia Statewide Academic and Medical System, an interactive distance learning network. Over 400 sites have been linked within the state with an additional 1,700 in the planning stage. The network includes students at the high school, college, and graduate professional school levels. The State of Georgia provides local sites with codecs (compression/decompression systems), audio systems, monitors, and graphic cameras with local sites providing space and room renovations, as needed. Distance learning has greatly helped connect preservice teachers and their college supervisors, sometimes separated by many miles. Distance learning also allows preservice teachers at distant sites to network and plan cooperative activities such as field trips. Successful distance learning requires: planning and preparation for materials, equipment, and strategies; and the establishment of a bond between students and teachers which can be facilitated by such strategies as always using pupil names. Distance learning technology is also a tool for culturally responsive education, allowing a direct connection between the community of the student and the community of the world. Appended are a resource bibliography, a sample lesson plan, and an historical play written by participating student teachers. (Contains 92 references.) (JLS)

**ED 409 272** SP 037 371

Fenwick, Tara J. Parsons, Jim

**A Critical Investigation of the Problems with Problem-Based Learning.**

Pub Date—97

Note—27p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Cognitive Processes, Divergent Thinking, Educational Philosophy, Educational Theories, Elementary Secondary Education, \*Epistemology, Foreign Countries, Higher Education, Learning Theories, Preservice Teacher

Education, \*Problem Solving, Teaching Models, \*Theory Practice Relationship

Identifiers—Case Method (Teaching Technique),

\*Problem Based Learning

This paper is a critique of problem-based learning and focuses on, first, the concept of life as problem-governed and professional practice as problem-solving; and, second, the utility of problem-based learning as a pedagogical approach in pre-professional training. The paper suggests that a problem-based approach to professional education is ontologically narrow and epistemologically inconsistent with the lived nature of professional practice. Problem-based professional practice is seen as supporting the professional role as the rightful epistemic authority, thus perpetuating a class of professional elite who dominate social order and knowledge. The paper also suggests that problem-based practice and problem-based learning presume the possibility of a detached knower, separate from time, place, social position, body, gender, and interpersonal relations and thus the perspectives, intentions, and priorities of the individual are excluded by the pressure for a productive solution. Several questions regarding problem case examples are raised: who produces the cases and what inclusion and exclusion criteria are used; whether pre-framed questions allow student professionals to frame their own experiences; and whether a problem case can authentically represent human experience. (Contains 36 references.) (JLS)

**ED 409 273** SP 037 372

Bolinger, Kevin Gilman, David

**Student Mobility and Demographics: Relationships to Aptitude and Achievement in a Three-Year Middle School.**

Pub Date—[97]

Note—23p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, \*Academic Aptitude, \*Demography, Educational Assessment, Ethnic Groups, Family Income, Intermediate Grades, Junior High Schools, Language Arts, \*Middle Schools, Preservice Teacher Education, \*Sex Differences, \*Student Mobility

Identifiers—\*Middle School Students, Vigo County School Corporation IN

This study examined differences between stable (n=107) and mobile (n=39) students attending a three-year middle school in Terre Haute (Indiana). Demographic variables of gender, ethnicity, and family income were considered, in addition to mobility, to assess possible relationships with aptitude and achievement. Achievement was measured by the Indiana Statewide Testing for Educational Progress (ISTEP) exam, given during the first half of the eighth grade. A correlation was measured between each of the demographic variables and each of the subtests of the ISTEP exam, the ISTEP battery score, and an aptitude score. A significant correlation was found between mobile students and low scores on the language subtest of the ISTEP exam. No relationships between mobility and the math or reading subtests of the exam were found, nor was there a significant correlation between mobility and total battery scores on the ISTEP. Gender was the only demographic variable that displayed a significant correlation to achievement. Aptitude, though highly correlated to achievement, did not exhibit a significant correlation to mobility or demographics. Multiple regression analysis failed to add any significance to the combined predictor variables. Four charts and three tables present the data. (Author/JLS)

**ED 409 274** SP 037 378

Freidus, Helen

**The Telling of Story: Teachers Knowing What They Know.**

Pub Date—97

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research As-

sociation (Chicago, IL, March 24-28, 1997).  
 Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Case Studies, Elementary Secondary Education, Evaluation Methods, Graduate Students, Graduate Study, Higher Education, \*Individual Development, \*Portfolio Assessment, Portfolios (Background Materials), \*Professional Development, \*Reflective Teaching, Student Evaluation, \*Teacher Attitudes, Teacher Education, Teacher Improvement

This case study documents one graduate student's reflections on her personal and professional development as a teacher as part of a portfolio project. Her story describes how she has blended a teaching philosophy that combines the traditional pedagogy of her own early education with her subsequent experiences as a student and as a teacher using non-traditional approaches. She reflects on the traditional conserving influences that have shaped her existence and the role they play in a sense of security and connection to the dominant culture. The use of portfolio evaluation enabled her to view her less traditionally-constructed curricula in a positive way, having previously judged it only against traditional standards. Through reflection, she was able to discover the self-validity in a progressive approach. The telling of story is used in this case to document professional knowledge and the value of the portfolio as a tool for reflection. (JLS)

**ED 409 275** SP 037 379

Jacob, Rosemary Frid, Sandra

**Curriculum Change: What Do Teachers and Students Really Think?**

Pub Date—97

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—College Freshmen, Curriculum Development, Educational Change, Educational Trends, Foreign Countries, Higher Education, Knowledge Base for Teaching, Knowledge Level, \*Mathematics Curriculum, \*Mathematics Education, Secondary Education, Secondary School Teachers, \*Student Attitudes, \*Teacher Attitudes

Identifiers—Australia (Northern Territory)

This study examined secondary teachers' and recent secondary school graduates' awareness of curriculum change in mathematics and its impact upon teaching and learning. Fifty-three secondary teachers and 54 students enrolled in first year university programs at Northern Territory University (Australia) were surveyed about their awareness and opinion of mathematics curriculum changes as well as impressions of their own mathematics education. Teachers were also asked about their pre-service and in-service training and its effectiveness in relation to implementing curriculum changes. Follow-up semi-structured in-depth interviews were conducted with 14 teachers and 12 students. Results indicated that the teachers were more aware than students of curriculum changes, and the areas they discussed most were: new maths, mathematics investigations, increased use of calculators, the end of Year 10 examinations, and new courses for Years 11 and 12. Teachers indicated both pre-service and in-service education had inadequately prepared them to implement curriculum changes. Both groups indicated the importance of the teacher's personality, the negative impact of prescribed teaching, and the role of rote learning. The questionnaire is appended. (Contains 21 references.) (Author/JLS)

**ED 409 276** SP 037 380

Kandarakis, Helen M.

**Learning and Learning Strategies: Perceptions of Ethnic Minority Students.**

Pub Date—Aug 96

Note—13p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August

9-13, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Acculturation, \*Cognitive Style, Community Influence, \*Cultural Background, Cultural Influences, \*Ethnic Groups, Family Influence, Field Dependence Independence, Foreign Countries, High School Students, High Schools, \*Learning Strategies, Limited English Speaking, Locus of Control, Minority Groups, Psychological Characteristics, \*Self Evaluation (Individuals), Student Attitudes

Identifiers—\*Quebec (Montreal)

This study examined ethnic minority students' reported learning strategies and how they used them to accommodate their perceived learning styles in relation to their educational and occupational goals. The experiences and perceptions of 129 (62 male, 57 female) Montreal (Canada) born grade 11 students of ethnic origin, whose mother-tongue and sociocultural background were other than English or French were surveyed. Eighty-two percent of the students revealed a learning profile of field independence, 77 percent had a low tolerance for experiences divergent from reality, 89 percent used reflection; 91 percent claimed high task persistence, 86 percent reported high anxiety regarding difficult tasks, and 81 percent accepted personal responsibility for success and failure. A majority felt that the teaching style of their teachers was not a match with their individual learning styles and a majority saw this as a reflection of cultural values. The results suggest that the apparent misalignment of teaching and learning styles and the absence of effective learning skills compromised optimal learning and the realization of aspirations by minority students. (Contains nine references.) (JLS)

**ED 409 277** SP 037 381

Loving, Cathleen C. Graham, Diane

**Progressive Indicators of Student Teacher Development: A Local Generative Model Compared to Established State Proficiencies.**

Pub Date—Apr 97

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—College Outcomes Assessment, Cooperating Teachers, Elementary Secondary Education, Evaluation Criteria, Higher Education, Models, Preservice Teacher Education, State Standards, Student Evaluation, Student Teachers, Student Teaching, \*Teacher Certification, \*Teacher Competencies, \*Teacher Evaluation

Identifiers—\*Performance Indicators, \*Texas A and M University

This study at Texas A&M University identified indicators of student teacher development to guide their supervising cooperating teachers. Meetings were held with cooperating teachers to brainstorm indicators of success in student teaching. The questions raised addressed: what cooperating teachers should look for in preservice teaching; what progression should be expected in preservice teaching performance; what hierarchy existed for these indicators; and possible categorization of the indicators. A list of 64 indicators was generated, followed by open coding of each indicator and subsequent categorization. A draft document was presented at several professional development meetings of university supervisors for comments and refinement. The indicators were matched and coded against the five learner-centered proficiencies expected of Texas teachers. The resulting document was made available for use by university supervisors. It also became part of the Appendix of the Student Teaching Handbook. The result combines the research and outcomes-based standards of the State of Texas with the learner-centered proficiencies from the teacher-generated indicators. Appended are: the Texas State Proficiencies, Suggested Indicators of Student Teacher Progressive Development, the Student Teacher Progressive Development Initial Stage Observation Checklist, and Progressive Develop-

ment Growth & Development Stage Observation Checklist. (Contains 15 references.) (JLS)

**ED 409 278** SP 037 386

Petrosino, Anthony J., Jr.

**Authentic Experience within Investigative Activities: The Role of Reflection in the Learning Environment.**

Pub Date—Mar 97

Contract—JSMF-95-24, ESI-0350510

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997). Some of the figures may not reproduce clearly.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Cognitive Style, \*Discovery Processes, \*Elementary School Science, Elementary School Students, \*Hands On Science, Intermediate Grades, Middle Schools, Problem Solving, \*Science Experiments, \*Science Process Skills, Student Attitudes, Summer Programs, Teaching Methods, Theory Practice Relationship, Thinking Skills

Identifiers—Middle School Students, \*Model Rocketry, Tennessee (Nashville)

This document examines how a unit on model rockets, designed to be a "hands-on" activity within the "Mission to Mars" curriculum that was implemented in the Nashville (Tennessee) area middle schools, has been used to investigate children's understanding of experimentation. A literature review explores some of the traditional constraints placed on children in the field of science education and describes the development of the model rocket study unit in the "Mission to Mars" curriculum. The study participants were 23 fifth- and sixth-grade students in a summer school classroom. Each student was interviewed individually regarding the objectives of the model rocket activity, especially building the winning model rocket design as opposed to a more comprehensive view of the purpose of the experiments. Additional questions addressed students' understanding of comparisons. Over the course of the interviews, many students seem to have understood the importance of comparison, and a majority were able to see their conclusions applying not only to their own model rocket design but to rockets in general. By the final interview, 15 of 16 students stated that studying models made of cardboard and plastic were relevant for studying real rockets, and almost the entire class was able to present realistic modifications to the original experiment. Figures on student interview data are attached as well as a copy of the request for design plans from the Office of the Training Director. (Contains 35 references.) (ND)

**ED 409 279** SP 037 388

Richards, Janet C. Barksdale-Ladd, Mary Alice

**Writing and Sharing Teaching Cases: A Practical Method of Collaborative Self-Study.**

Pub Date—Mar 97

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Case Studies, Elementary Secondary Education, Higher Education, \*Independent Study, \*Inquiry, Preservice Teacher Education, Research Methodology, Self Concept, Teacher Attitudes, \*Teacher Collaboration, \*Teacher Educators, Teaching Methods, Writing Processes

Identifiers—\*Case Approach (Writing), Case Method (Teaching Technique), \*Process Approach (Writing)

The aims of this paper are to: (1) illustrate a practical, collaborative methodology that helps to provide insights into teaching perspectives and practices; (2) provide information about a self-study approach that had the potential to assist educational practitioners in diverse roles and contexts develop understanding about themselves, their professional milieu, and their work; and (3) encourage educational practitioners to engage in dialogic, col-

legal forms of self-study as a means of reflection and as a way of extending the boundaries of their thinking. Two literacy teacher educators report on writing and sharing teaching cases with each other as practical, collaborative self-inquiry methodology. Their experience in case writing and shared feedback is presented through two examples of teaching cases, with commentaries. The two teachers conclude that authoring and sharing teaching cases has enhanced their understanding of the distinctly unique nature of teachers' decisions and actions, focused attention on how decisions are made, and helped the them recognize the extent to which their decisions impact students and others. Writing about teaching has also challenged them to new modes of thinking about themselves as teacher educators. (Contains 41 references.) (ND)

ED 409 280 SP 037 389

Newman, Kathryn A.

**Increasing Levels of Cognitive Interactions in Preservice Teachers Using Materials Created To Develop the Knowledge Base.**

Pub Date—Mar 97

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997). Handwritten materials in the appendix may not reproduce clearly.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Cognitive Processes, Cognitive Style, \*Decision Making Skills, Elementary Secondary Education, Higher Education, Instructional Materials, \*Knowledge Base for Teaching, \*Learning Processes, Preservice Teacher Education, Supplementary Reading Materials, Teaching Skills

Identifiers—\*Preservice Teachers

This paper presents data from an ongoing project in several teacher education classes that required students to use reflective analyses in evaluating the implications of knowledge and selecting practices for use in their own future classrooms. The methodology looked at changing one aspect of the learning process—the quality of the responses required of the learners to printed supplementary materials. The materials examined were developed to enhance learning through multiple exposures to new content. While traditional assignments on supplementary materials consisted of questions requiring mostly rote answers, the revised assignments consisted not only of knowledge and comprehension level questions, but also specific questions requiring choice and then a synthesis or evaluation of that choice. Data analysis indicated that students who were presented with study guide materials consisting of both traditional and revised activities were as likely to complete the latter, even though it required more work. Results of the study indicated that creating opportunities for informed decision making, selection of choices, and analysis of ideas presented, allowed preservice teachers to demonstrate higher levels of cognitive thought as well as to take on more challenging ideas. Sample study guides, exercises, and brain teasers are appended. (Contains 15 references.) (ND)

ED 409 281 SP 037 394

Kermani, Hengameh Mahnaz, Mahnaz

**Cross-age Tutoring: Exploring Features and Processes of Peer-Mediated Learning.**

Pub Date—Mar 97

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Classroom Research, \*Cross Age Teaching, Elementary Education, Grade 5, Higher Education, Kindergarten Children, \*Peer Teaching, \*Tutoring

Researchers and two elementary teachers designed a cross-age tutoring program in which they examined the features and processes of peer interaction from a Vygotskian and Piagetian perspective. The study specifically focused on the fol-

lowing issues: characteristics of the tutor and tutee that are most likely to enhance learning; types of learning outcomes most amenable to cross-age tutoring; relationship between the task difficulty and the nature and quality of interactions between peers; and teaching strategies used by tutors during their scaffolding process. Ten cross-age dyads of fifth graders and kindergartners were paired by their teachers based on gender and teachers' perceptions of children's academic ability as well as the school records. Meeting once each week for an hour, each tutorial session consisted of a warm-up activity (crossword puzzle), a major task (concept of measurement, concept of house as living space, two science experiments, and map construction), and an ending activity (card game). All dyads were video- and audio-taped for 5 consecutive weeks and the tapes transcribed verbatim. Results of in-depth and detailed analysis suggest that older peers can and do assist younger ones thinking in the course of tutoring, but also indicate that there are some limitations to how tutors can successfully scaffold to maximize tutees' learning. Excerpts from the tapes demonstrate specific patterns that emerged from analysis of the data. (Contains 5 tables and 13 references.) (JT)

ED 409 282 SP 037 395

Pugach, Marleen C. And Others

**The University of Wisconsin-Milwaukee's Collaborative Teacher Education Program for Urban Communities.**

Pub Date—Mar 97

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*College School Cooperation, Educational Change, Elementary Education, Higher Education, \*Inclusive Schools, Mainstreaming, Partnerships in Education, Preservice Teacher Education, Program Development, \*Regular and Special Education Relationship, Special Education, Teacher Collaboration, \*Teacher Education Programs, Urban Education, \*Urban Teaching

Identifiers—\*Milwaukee Public Schools WI, Reform Efforts, \*University of Wisconsin Milwaukee

The reform of teacher education at The University of Wisconsin-Milwaukee has proceeded from a collective commitment to developing a unified framework for the preparation of early childhood, primary/middle, and special education teachers for urban schools. The new program, Collaborative Teacher Education for Urban Communities, integrates preparation for working with students with disabilities into the early childhood and primary/middle level programs in general education, while moving the preparation of special educators to a fifth year, or postbaccalaureate only program. Certification at the primary/middle level in the new program covers grades 1-8, with a specialization at either the primary or middle level; preparation for bilingual education is added onto regular primary/middle certification. The program is based on the belief that preparing teachers for urban schools is qualitatively different from preparing teachers for any school, and requires a high level of collaboration. Considerable attention has been directed toward the integration and redefinition of faculty and student roles as the collaborative program has developed. The knowledge base, which emanates from the core values that have been adopted, and various themes related to urban and inclusive education are integrated in blocks of courses and field experiences. Information on core values, standards for teacher development and licensure, program organization and design features, and a figure depicting the emerging coordinating structure are appended. (JT)

ED 409 283 SP 037 396

Marlow, L. Inman, D.

**Status Report on Teaching in the Elementary School: Math, Science, and Social Studies.**

Pub Date—Feb 97

Note—13p.; Paper presented at a meeting of the Eastern Educational Research Association (Hilton Head, SC, February 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Curriculum Design, Elementary Education, \*Elementary School Curriculum, \*Elementary School Mathematics, \*Elementary School Science, Elementary School Teachers, \*Integrated Curriculum, \*Social Studies, Surveys, \*Teacher Attitudes, Teaching Methods

Identifiers—United States (Southeast)

National professional organizations have increasingly emphasized the need for active involvement of elementary school children in thinking, decision making, and problem solving situations. Educators are calling for role playing, writing, reading, drawing, and use of manipulatives, to name but a few activities, to become part of an integrated curriculum. In an effort to determine the needs of teachers in making the change from a more traditional methodology, this paper identifies best practices as characterized by professional organizations, and describes the characteristics of math, science, and social studies programs in eight states in the South and Southeast. A 17-item survey instrument was sent to 1000 teachers in grades 1-6, with 402 teachers responding. In line with the study objective—to identify characteristics of math, science, and social studies programs at the elementary level—the questionnaire addressed two areas: materials used for teaching and barriers to effective teaching. Tables 1, 2, and 3 present data for each of the subject areas regarding the types of materials used in the classrooms in addition to the textbook. Tables 4, 5, and 6 present data regarding areas which teachers view as being barriers to promoting an active learning environment. (Contains 13 references.) (JT)

ED 409 284 SP 037 397

Grzyb, Stanley W. And Others

**Effects of Organizational Role and Culture on Participation in Continuing Professional Education.**

Pub Date—Mar 97

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Armed Forces, Career Development, \*Engineers, \*Military Personnel, Motivation, \*Organizational Climate, \*Professional Continuing Education, Professional Development, Surveys

This study extends the investigation of professionals' reasons for participation in continuing education beyond personal and practice-based factors into the arena of organizational structure and culture. The Participation Reasons Scale (PRS) and the Respondent Information Form (RIF) were used to examine the motives influencing Army Engineers (N=400) participation in voluntary, civilian continuing professional education (CPE). The study examined three questions: the subjects' reasons for participating in voluntary continuing education; the extent to which these reasons differ according to selected personal and practice-based factors that have been the focus of previous research; and the influence of organizational factors on these reasons. Factor analysis identified five general reasons for participation similar to those in other professions: professional improvement and development, personal development and job security, improvement of service to customers, professional identity/perspective, and competence and collegial interaction. However, contrary to previous research, variables measuring educational preparation, roles, occupational specialization, and extraneous variables were not related to the engineers' reasons for participation. Subsequent interviews with 14 Army Engineers provided evidence that their reasons for participation were influenced by the effects of organizational and professional culture and changing workplace dynamics. General themes that emerged



include: the influence of the military and Army Engineer culture; job competitiveness/career stability; and role diffusion. Further attention to internal and external organizational factors is recommended in future study of participation in CPE. (Contains 51 references.) (JT)

**ED 409 285** SP 037 399

Harrison, Louis, Jr. And Others

**Self-Schemata for Movement Activities: The Influence of Race and Gender.**

Pub Date—Mar 97

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Black Students, Extracurricular Activities, Junior High School Students, Junior High Schools, Movement Education, \*Physical Activities, \*Racial Differences, \*Sex Differences, Sport Psychology, \*Student Attitudes, \*Team Sports, White Students

Identifiers—African Americans, \*Self Schemas

This study investigated the influence of race and gender on students' self-schema for movement activities. Study participants were 168 male and female seventh- and eighth-grade students, both African American and Euro American, from a semi-rural school in a Southeastern state. The Physical Activity Schema Analysis (PASA) was administered to measure students' endorsements of 20 different movement and team and individual sport activities. Participants were asked: in which activity they felt most competent; the highest level at which they expected to compete in the activity; how hard they thought they would have to work to be good at the activity; and how often they practiced or played in the activity. Study results revealed the importance of race and gender as predictors of schema development for particular sports and physical activities. For example, African Americans' overwhelming indication of basketball as the activity in which they perceived the highest level of competence supported the development of self-schemata for basketball based on race. Football and volleyball showed very similar results by gender, with males indicating football and females reporting volleyball as the activity in which they felt most competent. Overall, the results of this study reflect the notion that schema development for particular sports and physical activities do vary significantly by race and gender. (Contains 20 references.) (ND)

**ED 409 286** SP 037 408

Naylor, Charlie

**Developing Pro-Active Research Roles for Teacher Unions.**

Pub Date—Mar 97

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Action Research, \*Educational Change, Electronic Mail, \*Electronic Publishing, Elementary Secondary Education, Foreign Countries, \*Inquiry, Internet, \*Teacher Associations, Teacher Researchers, \*Unions, World Wide Web

Identifiers—National Education Association

Limited professional focus appears to impair teacher unions' external influence and internal communication. Inquiry and research may be used as a strategy to improve professional focus thereby increasing teacher unions' influence within the profession and helping them effectively address structural change issues. By shifting to the inquiry mode, the union would avoid making immediate responses, which are negatively portrayed, and gain more credibility. Means of supporting inquiry include utilization of electronic mail and World Wide Web sites, training in peer consultation and research, collaboration with external organizations, and support for individual research projects and small networks. Regardless of future policy shifts, a teacher union can participate in inquiry and

research with limited resources. Four appendices contain: staff committee project report extracts, pages from "Teacher Inquirer" dealing with British Columbia (Canada) teacher research on the Internet, the English-as-a-Second Language home page, and teacher research in assessment project report extracts. (LH)

**ED 409 287** SP 037 409

**Centers for Professional Development and Technology (CPDT) State-Wide Evaluation Study. Final Summary Report.**

Macy Research Associates, Wills Point, TX.

Spons Agency—Texas State Board for Educator Certification, Austin.

Pub Date—Dec 96

Note—57p.

Pub Type—Reports - Evaluative (142)

**EDRS Price — MF01/PC03 Plus Postage.**

Descriptors—Beginning Teachers, \*Educational Technology, Elementary Secondary Education, \*Faculty Development, Higher Education, Inservice Teacher Education, Mentors, \*Partnerships in Education, \*Preservice Teacher Education, Professional Development Schools, Program Effectiveness, Program Evaluation, State Programs, Student Teachers, Teacher Certification, \*Teacher Education Programs, Teacher Improvement

Identifiers—\*Texas

The Texas Centers for Professional Development and Technology (CPDT) study gathered evaluative data about the progress and contribution of the centers toward their goal of systematic change in teacher preparation and student learning during four years of funding (1992-93 through 1995-96). The 21 centers in the sample included 35 universities, 15 educational service centers, and 113 school districts affecting more than 300,000 students, 19,000 teachers, and 12,000 preservice teachers. Major findings of the study included: (1) CPDT graduates hired as first year teachers entered into the school environment more successfully than typical first-year teachers; (2) professional development school mentor teachers reported more input into university course instruction and evaluation of preservice teachers, and more collaboration between university and school district personnel; (3) restructuring of teacher preparation from campus-based to field-based programs promoted collaborative efforts between university and school personnel and resulted in an 184 percent increase in field-based hours for elementary levels and 142 percent increase for secondary levels; and (4) the CPDT centers provided a tremendous amount of inservice and preservice professional development training. Total attendance at more than 6,000 scheduled training sessions was over 120,000 participants, including over 14,000 classroom teachers. Training covered technology, learning strategies, leadership/collaboration, management/discipline, subject matter content, and diversity/inclusion. It is predicted that successful restructuring of teacher preparation will lead to institutionalization of the CPDT collaborative, field-based approach. (ND)

**ED 409 288** SP 037 410

Romanowski, Michael H.

**Teachers' Lives and Beliefs: Influences That Shape the U.S. History Curriculum.**

Pub Date—97

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—Community Influence, \*Hidden Curriculum, High Schools, \*History Instruction, Interviews, School Organization, Secondary School Teachers, \*Teacher Attitudes, \*Teacher Background, \*Teaching Styles, \*United States History

Identifiers—\*Pedagogical Content Knowledge

This study was undertaken to investigate how individual teachers' opinions and beliefs serve as a basis for classroom practice and curriculum decision making. United States history teachers are not passive transmitters of knowledge; they bring their

own experiences, beliefs, attitudes, and ways of looking at the world to the classroom. The findings discussed here are based on information gained from a previous study, and from a current study using interviews and classroom observations. Teachers participated in interviews focusing on the their conception of the subject matter, the courses they were teaching, students in the class, and their individual approaches to transforming content knowledge. Findings suggest that a better understanding of these factors and the role they play in shaping curriculum would help teachers understand what they choose to teach, why they do it, and how it affects student education. Teacher education programs need to emphasize moral, social, political, and cultural dimensions of education. Teacher educators must provide prospective teachers with the skills and knowledge necessary to uncover the values embedded in pedagogical content knowledge. Since community and class background are such major influences in the classroom, it is important that teachers have a firm grasp on the socio-cultural factors on teaching and learning. (Contains 50 references.) (LH)

**ED 409 289** SP 037 412

Talbot, Gilles L.

**Can Self-Regulated Learning Be Taught to College Students?**

Pub Date—[97]

Note—21p.

Pub Type—Opinion Papers (120)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Cognitive Style, \*College Instruction, \*College Students, Foreign Countries, Higher Education, Learning Strategies, Metacognition, \*Student Motivation, \*Teacher Role, Undergraduate Students

Identifiers—Quebec, \*Self Regulated Learning

The question of how teachers can mediate self-regulated learning in college students is discussed. For the purposes of this study, self-regulated learning is defined as the ongoing process in which the learner makes sense of the learning task, creates goals and strategies, and implements actions designed to meet goals for the given learning context. Learning oriented students see faulty performances as an indication that learning strategies need improvement, while performance oriented students see faulty performance as proof of their inadequacies. Convincing learning oriented students to improve their self-regulated learning is fairly easy. Performance oriented students may actually avoid such feedback from teachers. Increasing student motivation lies in eliciting responses about behaviors and helping students to think through the strategies involved. Challenging students to find within themselves the energy to improve by themselves not only assists them by teaching self-regulated learning, it offers them the tools to become educated, responsible adults. A practical guide, "Four Steps to Working Smarter, not Harder," is appended. (Contains 24 references.) (LH)

**ED 409 290** SP 037 414

Torres, Myriam N.

**Discovering Students' Voices in Teachers' Classroom Inquiry.**

Pub Date—97

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Action Research, \*Classroom Communication, Classroom Techniques, College School Cooperation, Elementary Education, Elementary School Teachers, Higher Education, \*Inquiry, Inservice Teacher Education, \*Participative Decision Making, Partnerships in Education, \*Student Participation, \*Teacher Researchers, Teacher Student Relationship

This study is part of a large project on teacher research and professional development in progress in the Teacher Enhancement Program (TEP), a collaborative mid-career program between the University of New Mexico and local public schools. The

objective of the study was to describe teachers' engagement in classroom inquiry and the transformative process by which teachers awoke to their students' new voices and ways of participation in the classroom as well as the impact on their teaching methods and philosophy. Participants were 24 teachers attending TEP and the program staff during the semester of the course in teacher research. Teachers' involvement in their Classroom Systematic Inquiry Project (CSIP) was assisted by a peer support group, readings, whole group presentations and conversations, and the corresponding peer support member of the staff. Teacher perceptions of the new dimensions they discovered in their students were identified by means of discourse analysis of oral and written presentation of their inquiry projects and meetings. Findings indicated: teachers' transformative process went from skepticism to increased democratization of their classrooms; teachers awakened to their students' new voices, thereby becoming aware of their own teaching transformation; although skeptical and fearful at the beginning of the course, teachers eventually became fully engaged in their classroom inquiry. It was concluded that enhancing collaboration and more democratic student participation in the classroom is a necessary but not sufficient condition to assure culturally relevant teaching. (Contains 39 references.) (Author/LH)

**ED 409 291** SP 037 415

*Bottoms, Gene Sharpe, Deede*

**Teaching for Understanding through Integration of Academic and Technical Education.**

Southern Regional Education Board, Atlanta, Ga. Pub Date—1996

Note—132p.; Sections printed on colored paper. Available from—Southern Regional Education Board, 592 Tenth Street, NW, Atlanta, GA 30318-5790.

Pub Type—Books (010) — Guides - Non-Classroom (055)

**EDRS Price - MF01/PC06 Plus Postage.**

Descriptors—\*Academic Education, Case Studies, \*Curriculum Development, Educational Innovation, High Schools, \*Integrated Curriculum, \*Interdisciplinary Approach, \*Portfolio Assessment, Portfolios (Background Materials), Teaching Methods, Team Teaching, \*Technical Education, Thematic Approach

Identifiers—\*High Schools That Work, \*Southern Regional Education Board

This publication examines school and classroom practices that increase students' understanding, raise their achievement, and equip them with knowledge and skills needed in today's world. Several approaches have been identified for high schools to consider in integrating academic and vocational studies: single course integration; joint planning across or within departments; and interdisciplinary approaches (team teaching, short- or long-term projects, thematic projects, thematic units, and academies). Four examples of ways to integrate academic and vocational studies are taken from the Southern Regional Education Board's "High Schools That Work" program. These examples from four high schools are: team teaching, short-term projects, long-term and capstone senior projects, and student portfolios. The four examples appear in blue-colored sections of the book and alternate with chapters that address the following topics: what is integrated learning? why integrate? conditions that support effective integration; and ten steps for getting started. The final chapter presents brief descriptions of thematic units used in several high schools. (ND)

**ED 409 292** SP 037 417

**Availability of Minority Teachers.**

Ohio State Legislative Office of Education Oversight, Columbus.

Pub Date—Apr 97

Note—22p.; Appendices printed on colored paper.

Pub Type—Information Analyses (070)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Minority Group Teachers, Public School Teachers, \*Racial Composition, State Pro-

grams, Statistical Surveys, \*Teacher Recruitment, \*Teacher Supply and Demand

Identifiers—\*Ohio

This information memo describes Ohio's teacher recruitment programs and their potential impact on increasing the number of minority teachers. It also provides a synopsis of supply and demand issues, in the United States and in Ohio, for minority teachers. The proportion of minority teachers in Ohio grew from 7 to 8 percent of all teachers while the proportion of minority students increased from 17 percent of all students to 19 percent between 1992 and 1997. In an effort to address this discrepancy, Ohio recruitment strategies have included mentoring pre-college students, providing tuition remission, and recruiting candidates outside of education. Since teacher recruitment programs began receiving funding in 1996, it is too early to measure their impact. However, Ohio Department of Education representatives and recruitment program administrators believe that their efforts have heightened awareness of diversity issues and are generating interest in teaching at the junior high and high school levels. Three graphs are included. Four appendices provide: a table of information on programs receiving funding in FY 1996 and FY 1997; brief descriptions of teacher recruitment programs in other states; a selected bibliography; and an analysis of gender in elementary and special education. Contains 17 references. (LH)

**ED 409 293** SP 037 418

*Sornson, Robert, Ed. Scott, James, Ed.*

**Teaching and Joy.**

Association for Supervision and Curriculum Development, Alexandria, VA.

Report No.—ISBN-0-87120-271-9

Pub Date—97

Note—154p.

Available from—Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314-1453; phone: 800-933-2723 (\$13.95 for members, \$16.95 for non-members).

Pub Type—Books (010) — Collected Works - General (020) — Opinion Papers (120)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Active Learning, \*Classroom Environment, Elementary Secondary Education, \*Happiness, \*Job Satisfaction, Personal Narratives, Special Education, \*Teacher Attitudes, Teacher Student Relationship, \*Teaching Experience

This publication is a collection of 25 personal stories from a multitude of perspectives on the joys of teaching and learning. The stories emphasize active learning; respect for differences; creativity; willingness to make mistakes; a love of life, school, and family relationships; and the quest for personal meaning. The stories are: (1) "Richard" (Harlan Rimmerman); (2) "The First 30 Years Are the Hardest: Notes from the Yellow Brick Road" (Mimi Brodsky Chenfeld); (3) "Driving Master Brian" (David Weikart); (4) "Teaching and Flower Power" (Ron Wallen); (5) "More Alike Than Different" (Nora Martin); (6) "Memories of Elementary Laughter" (Steve Wilson); (7) "Miss Daisy" (Donald Davis); (8) "How To Give Your Kids an Unfair Advantage" (Jim Jay); (9) "Reflections of Joy" (Virginia McClary Delatte); (10) "Magic" (Carolyn Mamchur); (11) "Increase Your Laugh Life!" (Sheila Feigelson); (12) "Learning That Came Alive on Heartbreak Hill" (Judy-Arin Krupp); (13) "Child's Play: Making Molehills Out of Mountains" (Allen Klein); (14) "The Birthday Card" (Caryn Edwards); (15) "Find Your Joy by Following Your Heart" (Deborah Rozman); (16) "Joy in Valuing" (Sidney B. Simon); (17) "Downhill Skiing" (Robert Sornson); (18) "Meet My First Mentor" (Lois Wolfe-Morgan); (19) "Impact" (Guy Vander Jagt); (20) "Ignite the Joy Within!" (Valla Dana Fotiadis); (21) "A Journey of Trust and Joy" (Mary Gayle Floden); (22) "Discovering Purpose" (Rick Scott); (23) "An Interview with Bernie Siegel, M.D." (Robert Sornson); (24) "The Heart Radiates" (Shinichi Suzuki); and (25) "Forty-Nine Years Later" (Al Fialka). (ND)

**ED 409 294** SP 037 419

**Educator Preparation in Colorado, 1995-96.**

Colorado State Dept. of Education, Denver.

Report No.—CDE-24

Pub Date—Nov 96

Note—18p.; A summary of Annual Reports submitted by Colorado Educator Preparation Institutions for the period September 1, 1995 through August 31, 1996.

Pub Type—Numerical/Quantitative Data (110)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Annual Reports, Elementary School Teachers, Elementary Secondary Education, Higher Education, \*Preservice Teacher Education, \*Schools of Education, Secondary School Teachers, State Surveys, Statistical Surveys, \*Teacher Certification, \*Teacher Education Programs

Identifiers—\*Colorado

This report provides data on teacher education and certification in Colorado in the following formats: (1) the number of students in each of the 16 Colorado institutions of higher education approved for educator preparation programs who were recommended for licensure and endorsements during 1995-1996 (total 2517); (2) the numbers of students recommended for Colorado licensure by endorsement area during 1995-1996; (3) the numbers of Colorado teacher education graduates by endorsement area for the years 1972-1982, 1982-1994, and 1994-1996; and (4) a table from the 1995-96 annual report showing data on numbers for endorsement area and the 16 programs. The 16 institutions included in the report are: Adams State College, Colorado Christian University, Colorado College, Colorado State University, Fort Lewis College, Metropolitan State College, Mesa State College, Regis University, University of Colorado-Boulder, University of Colorado-Colorado Springs, University of Colorado-Denver, University of Denver, University of Northern Colorado, University of Phoenix, University of Southern Colorado, and Western State College. (ND)

**ED 409 295** SP 037 420

*Livingston, Lynn M.*

**The Landscape Transformed: A Law-Related Interdisciplinary Approach to Multicultural Education. A Study for the Klingenstein Program.**

Pub Date—8 May 95

Note—101p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

**EDRS Price - MF01/PC05 Plus Postage.**

Descriptors—Civil Liberties, Civil Rights, \*Constructivism (Learning), Cultural Differences, Curriculum Development, Educational Philosophy, \*Environmental Education, Global Approach, Humanistic Education, \*Integrated Curriculum, Interdisciplinary Approach, \*Law Related Education, Models, \*Multicultural Education, Private Schools, Questioning Techniques, Reflective Teaching, Secondary Education, Teaching Guides

This project paper for the 1994-95 Klingenstein Fellows Program at Teachers College, Columbia University (New York), examines the philosophical and pedagogical underpinnings of an interdisciplinary law-related curriculum for secondary students. The proposed interdisciplinary law-related curriculum focuses on issues of human rights, civil liberties and environmental justice to advance multicultural and global perspectives necessary for citizens of the 21st century. Its goals are for students to be comfortable with cultural diversity, work to achieve social justice internationally, and advance social inclusion of diverse groups within our pluralistic democracy. The curriculum is based on constructivist principles and is intended to provide students opportunities to examine real-life problems in anchored instructional situations; to develop reflective skills, attitudes, and values; and to use their intellectual knowledge in moral, ethical, or political contexts. Part 1 of this paper presents the philosophical and pedagogical rationale for the proposed curriculum. Part 2 offers curricular suggestions organized around essential questions and suggested readings for a proposed Human Rights

and Civil Liberties course outline and a proposed Environmental Justice course. It also describes specific techniques to encourage constructivist inquiry and implementation of many of the proposed curriculum's components at the Fieldston School, an independent school in New York City. Sample case studies are appended. (Contains 60 references.) (JLS)

**ED 409 296** SP 037 421

**Actuarial Valuation.**

Teachers Retirement System of Louisiana, Baton Rouge.

Pub Date—30 Jun 96

Note—59p.

Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Accounting, Cost Estimates, \*Costs, Elementary Secondary Education, Financial Audits, \*Government Employees, Personnel Policy, \*Retirement Benefits, School Personnel, State Programs, Statewide Planning, Teacher Employment Benefits, \*Teacher Retirement, Teachers

Identifiers—Actuarial Science, \*Louisiana

This report presents the results of the actuarial valuation of assets and liabilities as well as funding requirements for the Teachers Retirement System of Louisiana as of June 30, 1996. Data reported include current funding, actuarial assets and valuation assets. These include the Louisiana State University Agriculture and Extension Service Fund, the Texaco Settlement Fund, and the Experience Account Fund. The rate of return for investments is reported as ranging from 9.9 percent (1992) to 16.28 (1996) with a 5-year average of 10.54 percent. Demographic analysis shows that the system continues to show properties of an aging population that is indicative of the problem the state faces in its ability to attract and retain graduates to the profession. Additionally, the cost of allowing retirees to return to work, even with partial offsets, is higher than the cost to fund an additional year's accrual as an active participant. Further, the issue of 20-year retirement eligibility for newly hired teachers requires legislative resolution. The Retirement Board is prohibited from granting cost of living raises unless the system meets its funding target. For the plan year ending June 30, 1996 the target has not been met and, therefore, the Board cannot grant cost of living increases. Extensive data tables and exhibits provide supporting detail. (JLS)

**ED 409 297** SP 037 422

Schmidt, Patricia A.

**Beginning in Retrospect. Writing and Reading a Teacher's Life.**

Report No.—ISBN-0-8077-3583-3

Pub Date—97

Note—191p.; Foreword by Sari Kuoppa Biklen.

Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 (ISBN-0-8077-3584-1, cloth; ISBN-0-8077-3583-3, paper).

Pub Type— Books (010) — Historical Materials (060) — Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors—Autobiographies, \*English Instruction, English Teachers, Feminism, High Schools, \*Individual Development, Knowledge Base for Teaching, Personal Narratives, Philosophy, Professional Development, \*Reflective Teaching, Secondary School Teachers, Self Actualization, \*Self Evaluation (Individuals), Teacher Attitudes, Teacher Improvement, Theory Practice Relationship, \*Writing Instruction

This book is an autobiographical effort to understand life as a person and as a high school English teacher, and how those two lives have intertwined. The text examines how the author, trained in certain ways, thinks of herself as a professional person. In addition to the subject of the teaching of reading and writing, the author explores how her common-sense and taken-for-granted knowledge about education, curriculum, and learning were constructed. She also examines a teacher's authority, both her own in classrooms where she has taught and that of her supervisors and professors. Chapters are titled:

(1) "Language: Developing a Theory of Shared Experience and Authority"; (2) "A Beginning Teacher"; (3) "The Good Teacher"; (4) "Living in Books"; (5) "The First 15 Years, Alice in Wonderland"; (6) "Experiencing Literature and Theory, 1986-1990"; (7) "Reading Rosenblatt"; (8) "Theorizing the Reader, the Teacher, and Personal Knowledge"; (9) "The New York Stories, 1990-1992"; (10) "Educating the Spirit: Reflections on English Education"; and (11) "Beginnings in Retrospect: Self-Understanding and Education." (Contains 149 references.) (JLS)

**ED 409 298** SP 037 423

**The Carnegie Foundation for the Advancement of Teaching. Ninety-First Annual Report for the Year Ended June 30, 1996.**

Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.

Pub Date—30 Jun 96

Note—63p.

Available from—Carnegie Foundation for the Advancement of Teaching, 5 Ivy Lane, Princeton, NJ 08540.

Pub Type— Reports - Descriptive (141)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Annual Reports, Biographies, Elementary Secondary Education, Expenditures, \*Financial Audits, \*Financial Support, Higher Education, Income, Investment, \*Philanthropic Foundations, Teacher Education

Identifiers—\*Boyer (Ernest L.), \*Carnegie Foundation

This annual report of the Carnegie Foundation is dedicated to the work of Ernest L. Boyer, former President of the Foundation. It includes a detailed summary of Boyer's accomplishments as a leader in American education and his specific accomplishments as President of the Carnegie Foundation. A bibliography of books written by Ernest L. Boyer is included as is a list of books published or undertaken by the Carnegie Foundation during his presidency (1981-1997). The Foundation's annual report contains tabular financial reports including: 10-year record of investments, expenditures in retirement allowances and widows' pensions, the auditor's report with statement of financial position, statement of activities, statements of cash flows, schedule of functional expenses, schedule of educational and research expenditures, and schedule of investments (broken down into common stock, fixed income, and short-term investments). Other Carnegie philanthropies are briefly described including the Carnegie Institution of Washington and the public library buildings donated by Andrew Carnegie. (JLS)

**ED 409 299** SP 037 425

Witek, Jennifer M. Little, Steven G.

**The Influence of Exceptionality and Gender on Teacher Attributions and Expectancy.**

Pub Date—96

Note—7p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).

Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Academic Achievement, Attitude Measures, Attribution Theory, Behavior Problems, \*Disabilities, Education Majors, Elementary Secondary Education, Emotional Problems, Higher Education, Learning Problems, Preservice Teacher Education, \*Referral, \*Sex Bias, Sex Differences, \*Special Education, Statistical Analysis, \*Student Attitudes, Student Behavior, Student Characteristics, Teacher Attitudes, \*Teacher Expectations of Students

Identifiers—Gender Issues

This study examined whether teachers respond differently to various problem behaviors as a function of student gender. Prospective teachers (N=155) were presented with a description of a male or female student exhibiting either internalizing, externalizing, or solely academic problem

behaviors. Participants indicated their likelihood of referring the child to special education on a 100-point scale, their attribution for the child's behavior using the Causal Dimension Scale, and their expectancy for the child's future success using the Generalized Expectancy for Success Scale. Data were analyzed via a series of 2 by 3 analyses of variance. No gender effects were observed. Participants rated students with externalizing behavior problems more negatively on all dependent variables. Students with academic behavior problems were seen as less likely candidates for special education than students with behavior problems, least responsible for their own behavior, and rated as having the highest perceived future expectancy. Results suggest that prospective teachers may have less negative views of academic difficulties since such difficulties are seen to be more within the domain of teacher expertise than are either aggressive behaviors or affective difficulties. (JLS)

**ED 409 300** SP 037 427

Veenman, Simon

**The School Principal as Coach.**

Pub Date—Sep 96

Note—25p.; Paper presented at the Annual Conference on School Management (2nd, Bilbao, Spain, September 16-20, 1996).

Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Education, \*Clinical Supervision (Of Teachers), Educational Administration, Elementary Education, Foreign Countries, Inservice Education, \*Principals, Program Descriptions, Program Effectiveness, Staff Development, Supervisory Methods, Teacher Improvement

Identifiers—\*Coaching for Improved Teaching, Netherlands

This paper describes the preliminary findings of a training program to develop skills of Dutch primary school principals in coaching teachers for improved teaching. The major research questions addressed whether the 28 school principals who participated in the training program implemented the target coaching skills whether teachers coached by the trained school perceived a change in the coaching skills of the school principals. A training manual was developed and used in a one-day workshop for the principals focusing on skills relevant to the confrontational conference, pre-conference, observation, and post-conference. A quasi-experimental, treatment-controlled group investigation was used to test the effects of the training program. The coaching of trained versus untrained school principals (n=21) was rated by expert judges. Then the coaching of the trained versus untrained school principals was rated by the coached teachers. Based on the pre- and post-training ratings of coaching conferences, a significant treatment effect was found in regard to coaching skills concerned with the development of autonomy (empowerment), feedback, and agreement on classroom observational goals. Although the training was directed at the functions of consulting and confronting, the majority of the school principals conducted coaching conferences that emphasized consulting. (Contains 31 references.) (JLS)

**ED 409 301** SP 037 428

Cheng, May Hung And Others

**Perception of Teacher Competence: From Student to Teacher.**

Pub Date—Mar 97

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type— Reports - Research (143) — Speeches/ Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Beginning Teacher Induction, Beginning Teachers, Comparative Education, Education Majors, Elementary Education, Foreign Countries, Higher Education, Inservice Teacher Education, Preservice Teacher Education, \*Self Concept, \*Self Evaluation (Individuals), \*Student Attitudes, \*Student Teachers, Stu-



dent Teaching, \*Teacher Competencies, \*Teacher Education Programs  
Identifiers—Hong Kong

This study sought to determine how student-teachers perceived their competence as they proceeded through a 2-year certificate program and to identify what changes occurred in their perception during the first year of teaching. The subjects were student teachers in a new Certificate of Education Program (in primary education) at the Hong Kong Institute of Education who were followed from the beginning of the second year through their first year of full-time teaching. Both student teachers and beginning teachers perceived themselves as having higher competence in the classroom domain and lower in the school, community, and professional domains. Teachers appeared to have acquired competence in the classroom, but remained challenged by school situations and relations with administrators, peers, and parents. These results confirm the importance of school experience as part of teacher education. Results support the value of such student and beginning teacher induction provisions as seminars and mentoring arrangements, which have not been widely used in teacher education in Hong Kong but are now part of the new program. The results also suggest the need for continuing professional education throughout the teacher's career. (Contains 28 references.) (JLS)

ED 409 302 SP 037 429

Hyun, Eunsook

**Self-Examination of One's Own Ethnicity in the Context of Teacher Preparation for a Pluralistic Society.**

Pub Date—25 Mar 97

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, \*Culturally Relevant Education, Early Childhood Education, Educational Change, Elementary Education, \*Ethnicity, Higher Education, \*Multicultural Education, Perspective Taking, Preservice Teacher Education, \*Reflective Teaching, \*Self Concept, \*Self Evaluation (Individuals), Teacher Education Curriculum, Teacher Education Programs

Identifiers—Cultural Sensitivity, Developmentally Appropriate Programs

This study explored how prospective teachers develop multiple or multiethnic perspective-taking abilities through autobiographical self-examination of their own ethnicity and how such self-examination helps them utilize developmentally and culturally appropriate teaching practices. The participants were prospective teachers enrolled in early childhood/elementary education course at Pennsylvania State University (University Park Campus) or Clarion University of Pennsylvania. Participants completed an autobiographical self-examination based on a formatted list of questions designed to elicit reflective writing. Participants also participated in small group and general group discussion. The major data analysis consisted of ongoing readings of collected data with open, axial, and selective coding, scanning for significant units, reflective note-taking, and cross-case analysis. Autobiographical self-assessment was found to help prospective teachers to develop a conceptual sense of perspective-taking ability. The activity also helped the prospective teachers to critically look at teachers' pedagogical behavior with children from diverse backgrounds, and it allowed them to see individual uniqueness based on family culture that is beyond ethnic or group orientation. (Contains 24 references.) (JLS)

ED 409 303 SP 037 430

Cordeiro, Paula A. And Others

**A Problem-Based Learning Approach to Professional Development: Supporting Learning Transfer.**

Pub Date—Mar 97

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association

(Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Education, Change Strategies, Educational Administration, Educational Change, Elementary Secondary Education, Group Dynamics, Group Experience, Higher Education, Inservice Education, Inservice Teacher Education, \*Institutes (Training Programs), Learning Strategies, Problem Solving, \*Professional Development, Program Effectiveness, Staff Development, \*Transfer of Training

Identifiers—\*Group Process Training, \*Problem Based Learning

This study examined learning transfer in adult acquisition of group process skills using a problem-based learning (PBL) approach to staff development in one school district. The study's theoretical framework included learning transfer, adult and organizational learning, and group work. Subjects, 29 instructional leaders and administrators, received two 3-day training periods each a year apart. Participants focused on a simulated cultural diversity PBL project in the first training session and a real PBL literacy project in the second training. The training format provided multiple opportunities to receive individual and group feedback on use of group processing skills. Each training session ended with participants developing an action plan for implementing new skills and knowledge in the next school year. Subjects were surveyed twice, a year after each training. Analysis of the surveys indicated that participants rated the training highly, believed they learned from the training, and transferred some of what they learned to their work situations. Qualitative analysis of open-ended survey questions indicated participants preferred the real to the simulated PBL project and expressed a need for more practice in group skills. Respondents reported that the main barrier to implementation was the lack of familiarity with the group processing approach by others. (Contains 41 references.) (JLS)

ED 409 304 SP 037 434

Hanna, Robert C.

**An Analysis and Implementation of Charles Dickens' Sole Curricular Writing.**

Pub Date—Oct 96

Note—24p.; Paper presented at the Meeting of the Midwest History of Education Society (Chicago, IL, October 26, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biblical Literature, Case Studies, \*Curriculum Design, \*Parents as Teachers, Preschool Education, \*Religious Education, Teaching Methods, \*Thematic Approach, Young Children

Identifiers—\*Dickens (Charles), \*New Testament

This paper examines the curriculum Charles Dickens wrote for his children, an "easy account" of selections from the New Testament. Dickens designed the curriculum to make this material accessible and meaningful to his children prior to schooling under the direction of other teachers, tutors, or governesses, and earlier than the language of the King James Bible could be expected to be easily understood. All surviving primary sources regarding the curriculum and its implementation were examined. A case study is presented of the author's use of the curriculum with his six-year-old daughter, Emily. The case study serves as a basis for identifying general expectations for this curriculum implementation according to Dickens' pedagogy, and it documents the experience by individual chapters of Dickens' curriculum, summarizing first the content and then Emily's responses. Study findings suggest three general expectations for future implementations: (1) even with Dickens' simplified language, the child will have questions about vocabulary which can lead to discussion of the biblical and moral significance of these words; (2) a child can be expected to comment on what he or she has already learned about Jesus' life and teachings; and (3) a child can be expected to share self-made

associations between something in Dickens' curriculum and other knowledge or personal experience. Study results suggest that Dickens' curriculum remains pedagogically sound, especially when his method of reading and discussing aloud is employed. (ND)

ED 409 305 SP 037 435

Carter, Charles W.

**The Use of Journals To Promote Reflection.**

Pub Date—Mar 97

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Education Courses, Education Majors, \*Educational Psychology, Elementary Secondary Education, Higher Education, \*Journal Writing, Preservice Teacher Education, \*Student Attitudes, \*Student Experience, \*Student Journals, Teaching Methods

Identifiers—\*Reflective Writing

The purpose of this research with teacher education students was to explore the value of writing reflective journals. Data came from interviews, surveys, and informal conversations with students in an educational psychology course. The students were first asked if writing the journals helped them to reflect on their established beliefs, then whether this assignment led to any changes in beliefs and/or improvement in their ability to understand the perspectives of others, especially with respect to cultural diversity, and finally if the journal experience encouraged them to be more receptive to new approaches. Other issues included whether students found the assignment to be enjoyable, and if it helped the students to function more effectively in the course. Analysis of the data revealed that students enjoyed writing the journals and believed overwhelmingly that writing the journals increased the overall value of the course. Almost all indicated they would consider assigning this type of journal to their future students. Students agreed that the journal writing definitely did assist them in reflecting on their previous experiences and that this made material more relevant to the classroom. Responses were mixed as to the value of the assignment in promoting openness to new ideas, and most students did not find this activity valuable in helping them consider issues from the perspectives of others. (Contains 19 references.) (ND)

ED 409 306 SP 037 436

Joo, Chul-An Grow-Maenza, Janice

**Ideal Goals for Schools and Real Emphases: Perspectives of Undergraduates in Korea Compared to Those of Teacher Candidates in the United States.**

Pub Date—Mar 97

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, \*Cultural Influences, Educational Attitudes, Elementary Secondary Education, Foreign Countries, Higher Education, \*Preservice Teacher Education, \*Student Attitudes, Student Characteristics, \*Student Educational Objectives, \*Theory Practice Relationship, Undergraduate Students

Identifiers—\*Perceived Reality, Preservice Teachers, \*South Korea, United States

This study examined the educational beliefs held by a group of 125 undergraduates in a Korean teacher training institution who were surveyed on the ideal purposes and 11 broad goals of schooling, their perceptions of the real purposes and specific goals of schooling in Korea, and their perceptions of various influences on their beliefs. Findings suggested that progressive and liberal beliefs are the dominant ideal among teacher candidates, but that conservative beliefs are perceived to be driving schools in Korea. The gap between the ideal and the real in Korean schools is greater as perceived by Korean students than the gap between the ideal and

the real in American schools as perceived by teacher candidates in a previous California study. A gap was also found between the ideal and the real regarding the broad goals of schooling, with the most emphasis assigned to self-realization and creativity by the students, but the least emphasis given to those goals in the schools, where intellectual development and basic skills education are perceived to be given the most emphasis. Prior experiences in lower schools is the most important perceived influence on both Korean undergraduates and U.S. teacher candidates' beliefs and values about schooling. (Author/ND)

**ED 409 307** SP 037 438

O'Connor, Evelyn A. Fish, Marian C.

**Differences between the Classrooms of Expert and Novice Teachers on the Dimensions of the "Classroom Systems Observation Scale."**

Pub Date—Apr 97

Note—22p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Portsmouth, NH, April 30-May 2, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Beginning Teachers, \*Class Organization, \*Classroom Environment, Classroom Observation Techniques, \*Classroom Techniques, Elementary Education, Elementary School Teachers, Private Schools, Public Schools, Teacher Characteristics, \*Teaching Experience, \*Teaching Styles

This study investigated whether differences exist between classrooms of expert and novice teachers on the cohesion, communication, and flexibility dimensions of the "Classroom Systems Observation Scale" (CSOS). Principals identified 10 expert and 10 novice elementary school teachers from 8 public and private schools. A 50-minute classroom observation using the CSOS was conducted for each classroom. Results showed that expert teachers' classrooms had a significantly higher level of flexibility within the balanced range of functioning than did novice teachers' classrooms. No differences between expert and novice teachers' classrooms were found on the cohesion and communication dimensions. These findings support prior research on expert-novice teacher differences. School psychologists can use this knowledge to help new teachers develop a more balanced, flexible classroom, thus improving the classroom system. (Contains 23 references.) (Author)

**ED 409 308** SP 037 439

Burke, Kay

**Designing Professional Portfolios for Change.**

Report No.—ISBN-1-57517-056-6

Pub Date—97

Note—174p.

Available from—IRI/Skylight Training and Publishing, Inc., 2626 S. Clearbrook Drive, Arlington Heights, IL 60005 (\$25.95, Item No. 1488).

Pub Type—Books (010) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—Educational Change, Elementary Secondary Education, \*Faculty Development, \*Portfolio Assessment, Portfolios (Background Materials), \*Reflective Teaching, \*Self Evaluation (Individuals), Teacher Evaluation, Teacher Improvement

In addition to student assessment, many educators are now using portfolios to document and evaluate their own growth and development and to showcase the learning taking place in their classroom. This guide, in workbook format, explains why portfolios are essential to educators' professional development, outlines a professional development plan, describes types of professional portfolios (preservice, career, and action research), and professional development portfolios (the informal track, the formal track, and the standards track). Individual chapters, including examples and sample forms, focus on: (1) the philosophy of professional growth for teachers; (2) the professional development process; (3) the resources review; (4)

data collection; (5) the collaborative process; (6) selection and organization; (7) the reflective practitioners; (8) teacher evaluation; (9) conferences and exhibitions. A sample portfolio is provided in the appendix. (Contains 95 references.) (ND)

**ED 409 309** SP 037 441

Thomas, Stephen

**Getting the Bear off the Table: Reaching and Teaching the Postmodern Student.**

Pub Date—May 95

Note—38p.; Paper presented at the Klingenstein Seminar (New York, NY, May, 1995).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Cultural Influences, Culture, \*Educational Environment, \*Hidden Curriculum, High School Students, High Schools, Individual Development, Secondary School Teachers, Social Influences, Student Attitudes, \*Student Characteristics, \*Student Experience, Teacher Attitudes, Teacher Education, \*Teacher Student Relationship

Identifiers—\*Postmodernism

The "bear" sitting in the middle of the classroom, on the seminar table, or prowling around the edges of a discussion group arises from the subtext that is created whenever teachers and students interact with a curriculum, lesson, or topic. The situation in the postmodern classroom has been destabilized by the unprecedented intrusion into the school environment of societal issues that are increasingly complex and often contradictory. Teachers are no longer voices of unquestioned authority in student lives. There is the recognition on both sides of the education equation that the teacher/student relationship has become polarized and politicized. This paper examines the two sides of the equation: learner and teacher. Each section of the paper is centered on a particular text that illustrates some of the issues pertinent to the topic. The paper begins by defining the "postmodern" student, then examines the perspectives of both these students and their teachers. It continues with a discussion of ways in which the postmodern student might be taught, and concludes with thoughts relating to teacher education, and steps towards a new vision of schools and education. (Contains 29 references.) (ND)

**ED 409 310** SP 037 442

**Beginning Educator Handbook: A Resource for First Year Educators.**

Idaho State Dept. of Education, Boise.

Pub Date—Aug 94

Note—56p.; Originally published by the Washington State Office of the Superintendent of Public Instruction. Some pages contain light type that may not reproduce well.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Beginning Teachers, \*Classroom Techniques, \*Coping, Elementary Secondary Education, \*Interpersonal Competence, \*Parent Teacher Cooperation, Stress Management, Teacher Effectiveness, Teaching (Occupation), \*Teaching Skills, Time Management

This handbook is divided into five parts: The introduction suggests how to approach the first year of teaching, and then dispels a number of myths about teaching. "Teaching Skills" covers general classroom management, planning lessons, paper work and grading, and working with students, including student discipline, motivation, individual needs, accessing resources for students, and special needs programs. "Socialization Skills" focuses on fitting into the established school building system, establishing a relationship with one's mentor, and establishing relationships with staff members, including the principal, other teachers; classified staff, specialists, and volunteers. "Parents" covers establishing relationships with parents and conducting parent conferences. "Coping Skills" looks at time management and stress management. (Contains 29 references.) (ND)

**ED 409 311** SP 037 444

De Corte, Erik And Others

**Learning Bad and Good Things from Instruction: A European Perspective.**

Pub Date—Aug 96

Note—37p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 9-13, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Arithmetic, Elementary School Mathematics, Elementary School Students, Foreign Countries, Grade 5, Grade 6, Higher Education, Intermediate Grades, \*Mathematical Models, Mathematics Skills, \*Problem Solving, \*Student Attitudes, Student Teachers, \*Theory Practice Relationship, \*Thinking Skills, \*Word Problems (Mathematics)

Identifiers—Belgium, Japan, Preservice Teachers

This paper reports on five related studies on upper elementary school students' beliefs about the role of real-world knowledge in solving mathematical word problems, and on possibilities of overcoming their unrealistic mathematical modeling. Findings from the first study of 75 Belgian fifth-grade students showed that as a consequence of current classroom practice in teaching arithmetic word problem solving, pupils have built up a tendency to solve word problems in a stereotyped way, i.e., they applied one of the basic arithmetic operations (or a combination) with the two given numbers in the problem, without any consideration of the possible problematic modeling assumptions underlying their proposed solution. The results of the second and third studies (64 Belgian and 91 Japanese fifth-grade students) confirmed this tendency, and indicated that it is culturally independent. The fourth study involving 332 Flemish preservice teachers revealed a similar tendency as reflected by these future teachers' preferred spontaneous solutions to word problems and their evaluations of different types of pupil answers. In the fifth study, 53 Belgian sixth-grade students were immersed in a new classroom culture in which word problems were treated as exercises in realistic mathematical modeling. The findings from the fifth study supported the hypothesis that, with specific instructional techniques and sets of challenging problem situations, it is possible to change pupils' conceptions about and their disposition toward the activation of real-world knowledge in mathematical modeling of word problems. (Contains 27 references.) (ND)

**ED 409 312** SP 037 445

Hall, Vinni And Others

**Village Teaching: A Multidimensional Professional Development Schools Model for Preservice Teachers at Chicago State University.**

Pub Date—Feb 97

Note—28p.

Pub Type—Reports - Descriptive (141)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Classroom Techniques, \*College School Cooperation, Education Majors, Elementary Education, Group Discussion, Higher Education, Pilot Projects, Preservice Teacher Education, Professional Development Schools, Public Schools, Special Education, Student Journals, \*Summer Programs, Teaching Experience, \*Theory Practice Relationship

Identifiers—\*Chicago Public Schools IL, \*Chicago State University IL, Preservice Teachers

Collaboration between public schools and universities through implementation of professional development schools may be central to any effort to improve education in an increasingly complex society. Chicago State University (Illinois), in conjunction with a cadre of stake holders from Chicago Public Schools, implemented a professional development school pilot project (The Village Teaching Project) during the summer term of 1996. The project sought to orient preservice teachers in the early stages of their training and focused not only on discrete technical knowledge but also on issues of everyday practice for which no apparent technical knowledge exists. Expert teachers involved in

the project provided a real world perspective on practice and on what underlies excellence in the teaching profession. Instruction was provided within the context of a "Village Teaching" paradigm in which knowledge represents a socially constructed entity. Broad, measurable outcomes of the project included assessment of the extent to which preservice teachers processed knowledge about the teaching experience on the basis of cognitive, emotional, or behavioral reactions. Project evaluation involved analysis of "well-remembered events" along with other journal data. The Village Teaching Project represents an attempt to address areas of need in teacher preparation by laying a foundation on which preservice teachers can build. (Contains 19 references.) (Author)

**ED 409 313** SP 037 446  
Lafleur, Clay

**Finding and Scheduling Time: Temporal Issues in Educational Reform. A Pilot Study Related to Research on "Understanding Time in the Lives of Teachers and Administrators within Contexts of Educational Reform."**

Pub Date—Mar 97

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Classroom Techniques, Curriculum Development, \*Educational Change, Elementary School Teachers, Elementary Secondary Education, Foreign Countries, Interviews, Secondary School Teachers, \*Teacher Attitudes, Teacher Characteristics, Teacher Student Relationship, \*Time, \*Time Factors (Learning)

Identifiers—Ontario

The study reported here investigated time as experienced and perceived by teachers who are actively involved in curriculum change and reform in their workplace. Three teachers—two secondary and one elementary—participated in the study. Interviews were designed to encourage these teachers to talk about how they manage and deal with educational reform and change. The phenomenon of time emerged as a general theme in all three interviews. Study data supported the notion that time is a scarce resource for teachers and that perceptions of time are embedded in the daily practices of teachers. By far the greatest number of references to time represented a monochronic, regulated and commodified view of time, though more flexibility was evident in the context of life in classrooms and with students. There were few references to chronological time and head time, and limited references to phenomenological or inner experiences of time. (Contains 25 references.) (ND)

**ED 409 314** SP 037 447  
Smith, Louis M.

**Biography: Learning To Do, Teaching To Do.**

Pub Date—Mar 97

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Action Research, \*Biographies, \*Curriculum Development, Elementary Secondary Education, Graduate Study, Higher Education, Partnerships in Education, Personal Narratives, \*Qualitative Research, \*Research Methodology, Teaching Methods

Identifiers—"Research Teaching Relationship"

This symposium paper reports on developing biographical qualitative research methods, mixing personal narrative and conceptualization. The section on "Learning To Do" begins with an autobiographical report on a study of an urban classroom during which the author developed his early techniques for qualitative research, including the partnership of the teacher (the influential participant observer) and the researcher (a non-participant observer). This section continues with observations

on a personal experience in preparing the biography of Nora Barlow, the granddaughter of Charles Darwin. The second part of the presentation on "Learning To Do" focuses on a description and interpretation of several issues in curriculum, teaching, and learning. The teaching strategies and course activities of a three-semester sequence are described, taking students from an introduction to qualitative methods to dissertation research, followed by reactions from a former student to the action research curriculum. The paper concludes with several observations, including: the importance of qualitative research to the author's professional life; learning to do qualitative inquiry is a kind of long independent study; and developing an interrelated series—graduate course, seminar, and independent study and dissertation research—focused the author's teaching life and provided students with a major cumulative set of opportunities. (Contains 17 references.) (ND)

**ED 409 315** SP 037 448  
Guffney, Patrick V.

**A Study of Preservice Teachers' Beliefs about Various Issues and Myths Regarding the Use of Scholastic Corporal Punishment.**

Pub Date—May 97

Note—29p.

Pub Type—Reports - Research (143)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Corporal Punishment, Discipline, \*Discipline Policy, \*Due Process, Elementary Secondary Education, \*Parent Rights, \*Student Rights, Student School Relationship, \*Teacher Attitudes

Identifiers—Florida, Preservice Teachers

Preservice teachers' beliefs about scholastic physical punishment are explored with regard to four issues: (1) administration of such punishment in schools; (2) providing students with procedural due process prior to the use of such punishment; (3) permitting the administration of such punishment only upon securing parental or guardian permission; and (4) the use or non-use of such punishment with one's own child. The second purpose of the study was to examine 143 preservice teachers' beliefs about 20 myths found in the periodical literature regarding the use of corporal punishment, and to test the reliability and validity of an instrument to measure beliefs about such myths. Analysis of the data revealed that most study participants were against permitting use of corporal punishment in the schools. Students who would allow the administration of scholastic physical punishment apparently also believed it should be allowed only after providing students with procedural due process protections and after securing parental or guardian permission. However, most participants would not administer physical punishment to their own children. Participants believed that physical punishment is both needed and administered only as a last resort, should be used rarely and only for serious problems, is disliked by all students, and should punish only those pupils who misbehave. Participants did not believe that corporal punishment teaches respect, leads to the development of character, deters aggression in students, or prepares pupils to live within a society that punishes those who break the rules. The survey instrument is appended. (Contains 28 references.) (ND)

**ED 409 316** SP 037 461  
Bosworth, Kris

**Drug Abuse Prevention: School-based Strategies That Work. ERIC Digest.**

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-96-4

Pub Date—Jul 97

Contract—RR93002015

Note—4p.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Adolescents, Community Role, \*Curriculum Design, \*Drug Abuse, \*Drug Education, \*Educational Strategies, Health Pro-

motion, Higher Education, Preservice Teacher Education, \*Prevention, School Role, Secondary Education, \*Teacher Role

Identifiers—ERIC Digests

This Digest discusses the role of the school, the community, and teacher preparation programs in alcohol, tobacco, and other drugs (ATOD) prevention among adolescents. It proposes that a comprehensive drug abuse prevention curriculum should incorporate: (1) normative education to help students realize that use of ATOD is not the norm for teenagers; (2) social skills improvement; (3) recognition of external pressures e.g., advertising, role models, peer attitudes; the risks and the short and long term consequences of ATOD use; (5) the development of positive aspects of life such as helping, caring, and goal setting; and (6) ways to refuse ATOD effectively and still maintain friendships. Curriculum delivery also has a critical influence on curriculum effectiveness. Some recommended methods are: interactive techniques rather than lectures or other forms of one-way communication; videos and multimedia software set in real world environments; adult role models; and integration of prevention messages into general curricula. Coordination of prevention messages and activities with other institutions in a youth's life is essential. Schools need to be actively involved in coordinating community-wide activities. Preservice teacher education curriculum content should include on adolescent ATOD use. (Contains 11 references) (LL)

**ED 409 317** SP 037 495  
Ripley, Suzanne

**Collaboration between General and Special Education Teachers. ERIC Digest.**

ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-96-5

Pub Date—Jul 97

Contract—RR93002015

Note—4p.

Pub Type—ERIC Publications (071) — ERIC Digests in Full Text (073)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Elementary School Teachers, Elementary Secondary Education, Higher Education, \*Inclusive Schools, Mainstreaming, Preservice Teacher Education, \*Regular and Special Education Relationship, Secondary School Teachers, Special Education Teachers, Staff Development, \*Teacher Collaboration, Teacher Responsibility, \*Teacher Role

Identifiers—ERIC Digests

This Digest explores facets of collaboration between general and special education teachers that are different from earlier models. Inclusion of students with disabilities into the same class has brought about teams of general education and special education teachers working collaboratively or cooperatively to combine their professional knowledge, perspectives, and skills. Regular and special education teachers share goals, decisions, classroom instruction, responsibility for students, assessment of student learning, problem solving, and classroom management in the same classroom. The primary responsibility of general education teachers is to instruct students in curricula dictated by the school system; the primary responsibility of special education teachers is to provide instruction by adapting and developing materials to match the learning styles, strengths, and special needs of each of their students. Successful collaboration involves time, support, resources, monitoring, and persistence. Planning for effective cooperation should take place at the district, building, and classroom levels. In addition, education on collaborative skills, teaching techniques, subject area(s), disability, individualization, and accommodation should be incorporated into all teacher preparation and professional development programs. (Contains seven references) (LL)

TM



## ED 409 318 TM 026 540

Wang, Lin McNamara, James F.

**An Evaluation of the Sample Designs in Educational Survey Research.**

Pub Date—Mar 97

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**Descriptors—Classification, Editing, \*Educational Research, Estimation (Mathematics), Evaluation Methods, \*Research Design, Sample Size, \*Sampling, Scholarly Journals, \*Surveys  
Identifiers—Educational Administration Quarterly, Variance (Statistical)

This paper shares the findings of an inquiry that evaluated 50 survey articles published in a refereed journal, "Educational Administration Quarterly," by examining the 53 sample designs reported in the articles. The paper presents a typology of the sample designs identified, discusses the problems of sample selection and estimation procedures, and delineates possible ways to improve sample design practice in educational research. Major findings are that: (1) one- and two-stage sample selections were typically used in the survey sample designs; (2) the target or survey populations were not defined in about half of the sample designs; (3) where complex survey data was involved, variance estimates, obtained using the standard methods, were not adjusted to account for any possible design effects; and (4) potential nonresponse bias effects were not investigated in any designs with low response rates. Overall, the general quality of the selection procedures in the 53 sample designs was compromised by problems. Editors of this journal should require sufficient information about sample selection procedures. (Contains 3 tables and 36 references.) (Author/SLD)

## ED 409 319 TM 026 543

Poremba, Kelli D. Rowell, R. Kevin

**Testing for Homogeneity of Slopes in Analysis of Covariance: A Tutorial.**

Pub Date—25 Jan 97

Note—18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Analysis of Covariance, Analysis of Variance, Heuristics, \*Regression (Statistics), Robustness (Statistics), \*Statistical Distributions

Identifiers—\*Homogeneity of Regression

Although an analysis of covariance (ANCOVA) allows for the removal of an uncontrolled source of variation that is represented by the covariates, this "correction," which occurs with the dependent variable scores is unfortunately seen by some as a blanket adjustment device that can be used with an inadequate amount of consideration for the homogeneity of slopes assumption. When regression slopes are found not to be parallel, treatment effects will most likely be biased, and there will be a reduction in the efficiency of the analysis. Twenty heuristic data sets coupled with analysis of variance and ANCOVA analyses are provided to illustrate what may occur when the homogeneity of slopes requirement is not met. Even though each of the groups had identical means, variations in the distribution of data for one of the groups studies led to varying slopes. Consequently, three different ANCOVA values resulted, only one of which was accurate. It should be noted that the homogeneity of slopes assumption can be violated to some degree without seriously affecting the robustness of tests of significance in ANCOVA. (Contains 6 tables, 23 figures, and 3 references.) (Author/SLD)

## ED 409 320 TM 026 545

Wang, Lin Fan, Xitao

**The Effect of Cluster Sampling Design in Survey Research on the Standard Error Statistic.**

Pub Date—Mar 97

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Cluster Analysis, Educational Research, \*Error of Measurement, Estimation (Mathematics), \*Research Design, \*Sampling, Simulation, \*Surveys

Identifiers—Jackknifing Technique, \*Variance (Statistical)

Standard statistical methods are used to analyze data that is assumed to be collected using a simple random sampling scheme. These methods, however, tend to underestimate variance when the data is collected with a cluster design, which is often found in educational survey research. The purposes of this paper are to demonstrate how a cluster design affects the standard error statistic and the subsequent analyses, and to present practical techniques to analyze data from cluster designs correctly. A heuristic example is given to illustrate how to compute the variance estimate for a cluster design and the corresponding design effect. Simulation data is then used to examine variance estimation results from one- and two-stage cluster designs, respectively. Both a formula approach and a jackknife resampling approach are used in obtaining variance estimates. It is shown that, for 150 observations sampled from a population of 1,000, using a 2-stage cluster design, the actual variance can be underestimated by a factor of 3 if the standard statistical method is used. The underestimated variance or standard error statistic will lead to unwarranted statistical significance in hypothesis testing, or a narrow confidence interval in parameter estimation. Consequently, misleading conclusions can be made based on these inappropriate analysis findings. (Contains 1 tables and 11 references.) (Author/SLD)

## ED 409 321 TM 026 547

Pliska, Ann-Maureen

**Implementation of the 1993 Pennsylvania Educational Reform: Issues Related to Strategic Planning.**

Pub Date—Mar 97

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Administrator Attitudes, Curriculum Development, Educational Assessment, \*Educational Change, Elementary Secondary Education, \*Outcome Based Education, Outcomes of Education, \*Resource Allocation, School Districts, School Restructuring, State Legislation, State Programs, \*Strategic Planning

Identifiers—\*Pennsylvania, Reform Efforts

The purpose of this study was to investigate the problems and issues that emerged as school districts in Pennsylvania tried to implement a strategic planning mandate at the local level. In June 1993, revisions to the Pennsylvania school code changed requirements for graduation from time spent in the classroom to the mastery of 53 state-designated student learning outcomes, and the state mandated that districts develop strategic plans for implementation of the new regulations that included community participation. The concept of student learning outcomes became a mass media blitz called "outcome based education" (OBE). Criticisms against OBE were emotional and well-organized, and supporters were not able to defend it well. In this climate, school districts confronted many issues in their planning. Seventeen districts in Allegheny County (Pennsylvania) participated in this study, which relied on observations and on-site or telephone interviews with administrators in each district and the state's education department. Implementation of the reform was hampered from the start, with issues of communication and resources central to implementation problems. Administrators were cowed by the magnitude of the task, and a third of them

thought that additional resources would be needed to address curriculum and assessment changes. School district administrators thought that they needed security in the knowledge that there would be adequate resources available to plan for a systemic change of this nature. Training for educators and the public and the establishment of a sense of being stakeholders are other aspects of the reform that are needed to ensure acceptance and implementation. (Contains 1 table and 48 references.) (SLD)

## ED 409 322 TM 026 548

Hackbarth, Steve

**Reflections on Confluent Education as Discipline-Based Inquiry.**

Pub Date—Mar 97

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Educational Philosophy, \*Instructional Design, \*Integrated Curriculum, \*Intellectual Disciplines, Phenomenology, \*Teaching Methods

Identifiers—\*Discipline Based Teaching Theory, Merleau Ponty (Maurice), Student Engagement  
Confluent education is defined as the deliberate and purposeful evocation by responsible and identifiable agents of knowledge, skills, attitudes, and feelings that flow together to produce wholeness in the person and society. Confluent education is distinct from experience-based education, psychological education, affective education, emotional education, and personal growth education in that it includes an external structure that integrates subject matter and personal awareness, an intellectual component, and abstract knowledge or information. The perspective on confluent education presented in this essay is rooted in phenomenology and the philosophy of M. Merleau-Ponty and involves the design of instruction. Engaging students in various modes of discipline-based analysis and inquiry will help them draw their own implications from their observations. Participation in discipline-based inquiry would ultimately help students learn to conduct their own lives with integrity, based on the integration of knowledge and acts of love. It is argued that a coherent conception of confluent education entails active engagement of students in impassioned scholarly apprenticeships. Within this context of discipline-based guided inquiry, modeled by teachers and adapted for students, the cognitive has substance and purpose in the integration of dimensions of human learning. (Contains 28 references.) (SLD)

## ED 409 323 TM 026 550

Butler, Deborah L.

**The Roles of Goal Setting and Self-Monitoring in Students' Self-Regulated Engagement in Tasks.**Spons Agency—Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).  
Pub Date—Mar 97

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Students, Foreign Countries, Higher Education, Instructional Effectiveness, \*Intervention, \*Learning Disabilities, Learning Strategies, \*Metacognition, Self Efficacy, Tutorial Programs, \*Tutors

Identifiers—\*Goal Setting, Monitoring, Scaffolding, \*Self Regulated Learning, Self Regulation, Student Engagement

This paper describes research evaluating one intervention model designed to promote self-regulated learning by postsecondary students with learning disabilities, the Strategic Content Learning (SCL) approach. SCL aims to teach students to engage recursively in the full set of activities central to self-regulation by providing calibrated (scaffolded) support as students self-regulate their engagement in tasks. The paper summarizes results

from four studies evaluating SCL efficacy as a model for providing individual tutoring for learning disabled postsecondary students. In the first study, one instructor provided individualized tutoring to 6 students, and in the second, 3 instructors tutored 13 students. The third and fourth studies provided SCL support to 12 and 9 students respectively. Results of the four studies suggest that participants benefit from SCL instruction. Analyses reveal positive shifts in students' knowledge and beliefs central to effective self-regulation, including metacognitive strategies about tasks, strategies, and self-monitoring, perceptions of task-specific self-efficacy, and attributional beliefs. Findings suggest that students improved in implementation of component cognitive processes and in coordination of learning activities. (Contains 3 figures, 3 tables, and 58 references.) (SLD)

**ED 409 324** TM 026 560

Watters, James J. Ginns, Ian S.

**Peer Assisted Learning: Impact on Self-Efficacy and Achievement.**

Pub Date—Mar 97

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Academic Achievement, Foreign Countries, Higher Education, \*Peer Teaching, Program Implementation, Qualitative Research, Science Education, \*Student Attitudes, \*Teacher Education, \*Tutors, \*Undergraduate Students

Identifiers—Australia

This paper relates experiences in implementing a peer-assisted study program in a teacher education course. A class of 124 students in their first year of a Bachelor of Education (Early Childhood Program) undertaking a core course in basic science were the subjects of the study. They were mentored in a peer-assisted learning program by eight third year students, who themselves, had done the same core course in their first year. Firstly the study examined the impact of the initiative on the students in the core course in terms of their achievement grades and their changes in attitudes toward science and science teaching. Their performance in a subsequent Science Education course was then monitored. The study further explored tutors' reasons for becoming involved in the initiative, their experiences, and the consequences of tutors' involvement in the program. The quantitative findings indicate that those first year students who participated in the peer-assisted learning program achieved higher grades than those who did not. The qualitative data reveal that students develop confidence and improved attitudes toward learning and science. In addition, substantial benefits in terms of confidence, facilitation skills, and insight into adult education were accrued by the mentors. (Contains 28 references.) (Author/SLD)

**ED 409 325** TM 026 562

Chang, Te-Sheng Brookshire, William

**The Error of Accuracy for Two Regression Techniques: Does Psychometric Parallelism Matter?**

Pub Date—Mar 97

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Correlation, \*Error of Measurement, \*Least Squares Statistics, Predictor Variables, \*Psychometrics, \*Regression (Statistics), Sample Size

Identifiers—\*Accuracy, \*Weighting (Statistical)

The question of least-squares weights versus equal weights has been a subject of great interest to researchers for over 60 years. Several researchers have compared the efficiency of equal weights and that of least-squares weights under different conditions. Recently, S. V. Paunonen and R. C. Gardner stressed that the necessary and sufficient condition

for equal-weights aggregation is that the predictors satisfy the requirements of psychometric parallelism. In this study, the effect of psychometric parallelism on the error of accuracy for equal weights and least-squares weights was investigated with the combination of different numbers of predictors, sample sizes, and intercorrelations. The findings indicate that equal weights always perform more precisely than least-squares weights as long as the following situations are satisfied: (1) the number of predictors is small; (2) the ratio of observation to predictor is small, less than or equal to 10; and (3) the magnitude of the mean intercorrelation is high, at least 0.6. Least-squares weights may perform more accurately than equal weights in the opposite situations of a large number of predictors, a high ratio of observation to predictor, and low intercorrelations. Nevertheless, the combination of a large number of predictors, large sample sizes, and a low mean of intercorrelation does not guarantee that least-squares weights are more accurate than equal weights. Equal weights are still more accurate than least-squares weights for the sample with a relatively high level of psychometric parallelism. (Contains 16 tables and 34 references.) (Author/SLD)

**ED 409 326** TM 026 607

Skager, Rodney Austin, Gregory

**Effects of Active Parental Consent on Response Rates for a Statewide Secondary School Substance Use Survey and Relationships with School Level Measures of Student Ethnicity, Poverty and Educational Advancement.**

Pub Date—27 Mar 97

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Asian Americans, \*Attrition (Research Studies), Educational Attainment, Educational Policy, Educational Research, Low Income Groups, Poverty, \*Research Problems, \*Response Rates (Questionnaires), Sample Size, Secondary Education, Sexuality, State Legislation, Student Attitudes, \*Substance Abuse, \*Surveys

Identifiers—California, Large Scale Programs, \*Parental Consent for Minors

Legislative mandates in California and at the federal level require written parental consent for surveys of children and youth on: sexual behavior and attitudes; illegal, antisocial and criminal behavior; and psychological problems. Active parental refusal and nonresponse to requests for permission threaten the generalizability of information obtained in large-scale population surveys. The California Student Substance Use Survey, administered biennially since 1985, initiated an active consent policy for the most recent (1995-96) survey. Thirty-eight percent of the intended sample was lost as a result of the consent requirement—6% due to denial of permission and 32% due to failure to return consent forms. School level student data revealed that parental response rates correlated significantly and negatively with measures of poverty (percent on Assistance to Families with Dependent Children and percent on school food programs) and positively with measures of educational advancement (percent of seniors graduating and percent taking college preparatory courses), as well as with percent Asian students. The feasibility of proposed tactics for increasing response rate is explored, and these tactics are dismissed as impractical for large-scale surveys. The tendency of media and interested parties to ignore qualifications by researchers about the generalizability to the intended population of samples based on actual parental consent is noted. (Contains three tables and eight references.) (Author/SLD)

**ED 409 327** TM 026 609

Smith, Barbara T. Karp, Grace Goc

**The Effect of a Cooperative Learning Unit on the Social Skill Enhancement of Third Grade Physical Education Students.**

Pub Date—Mar 97

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Behavior Problems, Cooperation, \*Cooperative Learning, \*Elementary School Students, Grade 3, \*Interpersonal Competence, Interviews, \*Peer Relationship, \*Physical Education, Primary Education, Skill Development, Student Attitudes

Cooperative learning and its effect on social skill enhancement and participation of third grade students in the setting of physical education class were studied. A pilot study with 16 third graders studied whether students exhibiting undesirable behavior could be identified through observation and provided information used to develop a cooperative learning curriculum. Of the 22 third graders participating (from a class of 24) in the study and intervention, 8 identified as having undesirable social skills were targeted. The intervention included cooperative learning and team-building activities and strategies in the context of the physical education class. Interviews were conducted with seven targeted students (one moved away during the intervention) and eight comparison students. Teachers rated the students before and after the intervention. Teacher ratings demonstrated no statistically significant changes in pre- and post-intervention scores, although a positive change appeared in social reasoning and a negative change in cooperative behavior. Classroom behavior scores were lower after the intervention, perhaps because the classroom teacher maintained a traditional classroom. Peer ratings did not suggest that students changed their social status as a consequence of the intervention. The intervention did provide the students with behavior problems some opportunities for empowerment, but they were not always able to put this empowerment to use socially. The cooperative activities enhanced social skills, but simply learning the skills was not enough to guarantee social success. (Contains 1 table, 7 figures, and 32 references.) (SLD)

**ED 409 328** TM 026 644

Roberts, James S. And Others

**Comparative Validity of the Likert and Thurstone Approaches to Attitude Measurement.**

Pub Date—Mar 97

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Attitude Measures, Attitudes, Comparative Analysis, \*Error of Measurement, Item Response Theory, \*Likert Scales, \*Measurement Techniques, Research Methodology, \*Validity

Identifiers—\*Thurstone Scales

Graded or binary disagree-agree responses to attitude statements are often collected for the purpose of attitude measurement. The empirical characteristics of these responses will generally be inconsistent with the analytical logic that forms the basis of the Likert attitude measurement technique (R. Likert, 1932). As a consequence, the Likert procedure can lead to invalid measurement of a select group of individuals. Likert attitude estimates can substantially misrepresent individuals with the most negative and most positive attitudes so that they appear to have more moderate opinions. In contrast, the Thurstone attitude measurement procedure (L. L. Thurstone, 1928) is generally more consistent with empirical characteristics of disagree-agree responses, and because of this superior consistency, Thurstone attitude scores do not suffer from this type of degraded validity. This paper highlights theoretical differences between the Likert and Thurstone approaches to attitude measurement and demonstrates how such differences can lead to discrepant attitude estimates for individuals with the most extreme opinions. Both simulated data and real data on attitude toward abortion are used to

demonstrate this discrepancy. The results suggest that attitude researchers should, at the very least, devote more attention to the empirical response characteristics of items on a Likert attitude questionnaire. At most, these results suggest that other methods, like the Thurstone technique or one of its recently developed item response theory counterparts, should be used to derive attitude estimates from disagree-agree responses. (Contains 1 table, 12 figures, and 36 references.) (Author/SLD)

**ED 409 329** TM 026 768

**SCASS Science Project Consensus Guidelines for Science Assessment.**

Council of Chief State School Officers, Washington, D.C.

Pub Date—Feb 97

Note—14p.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, \*Constructed Response, Educational Assessment, Educational Technology, Elementary Secondary Education, Essay Tests, \*Performance Based Assessment, \*Portfolio Assessment, \*Science Education, Science Instruction, Scientific Concepts, Standards, \*Test Construction, Test Items, Thinking Skills

Identifiers—\*Council of Chief State School Officers

To address the states' growing need for information about student performance in science, the Council of Chief State School Officers initiated the State Collaborative on Assessment and Student Standards (SCASS) Science Education Assessment Project. This multistate consortium pooled expertise and resources to apply standards and benchmark documents to develop state-of-the-art assessment tools and reform strategies to improve science education. This document outlines the parameters that guide SCASS assessment development. The assessment products, which may include portfolios, long-term investigations, hands-on activities, integrated essay questions, short constructed response items, and selected-response items are designed to collect data about what students know and can do in science. Facets that guide item development and ensure that exercises reflect relevant contextualized concepts begin with themes, unifying concepts that help link the disciplines of science. The four broad subject areas that guide the development of the assessment tools are life science, physical science, earth and space science, and coordinated science. The dimensions of knowing and inquiring about science through which depth of understanding is developed are acquiring, using, extending and knowing scientific knowledge. The overarching influences that help provide a relevant context for the assessments are historical and social and personal perspectives, the study of the nature of science, and the study of science and technology. (Contains three references.) (SLD)

**ED 409 330** TM 026 770

Phillips, Gary W. Adcock, Eugene P.

**Measuring School Effects with Hierarchical Linear Modeling: Data Handling and Modeling Issues.**

Pub Date—Mar 97

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Academic Achievement, \*Bayesian Statistics, Educational Assessment, Elementary Secondary Education, \*Estimation (Mathematics), Evaluation Methods, Research Design, Research Methodology, \*School Effectiveness

Identifiers—\*Hierarchical Linear Modeling

Because public schools do not randomly assign students and teachers across schools (a methodological utopia), multilevel evaluation methods which account for student and school contextual and practice variables in their natural settings provide the most rigorous means for showing empirically what is actually happening in school

classrooms. However, no statistical methodology can make up faulty design or bad data. This paper presents some important practical issues regarding data handling for multilevel analysis methodology. Also presented are important modeling design issues that need to be considered when applying hierarchical linear models (HLM) to the measurement of schools and for determining which factors impact the value schools added to students' achievement. Data handling issues that must be considered in HLM are determining the unit of analysis, variable selection and measurement standards, and harvesting raw data from school district sources. The second section of the paper discusses the HLM model and the importance of centering, the estimation of school effects, and the empirical Bayes estimation procedure. (Contains 1 table, 1 figure, and 14 references.) (Author/SLD)

**ED 409 331** TM 026 773

Yang, Wen-Ling

**Validity Issues in Cross-national Relational Analyses: A Meta-Analytic Approach to Perceived Gender Differences on Mathematics Learning.**

Pub Date—Mar 97

Note—55p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—Comparative Analysis, \*Cross Cultural Studies, Effect Size, Foreign Countries, Grade 7, Grade 8, International Education, \*International Studies, Junior High Schools, \*Mathematics, \*Meta Analysis, Regression (Statistics), \*Sex Differences, Student Attitudes, \*Validity

Identifiers—\*Third International Mathematics and Science Study

International comparisons in educational research can be difficult to accomplish because the findings of individual countries may not be comparable due to study design or inherent country features that cannot be manipulated. Quantitative meta-analysis techniques have great potential in improving international comparisons. In this paper, participant countries/regions in an international study were treated as study populations, and meta-analytic techniques were used to synthesize study outcomes across countries. Homogeneity tests were conducted to determine whether there was a common population parameter across countries, outliers were identified empirically, moderator effects due to country characteristics were studied, and homogeneous country outcomes were combined by a variance-weighting method to yield an optimal parameter estimate. The study of interest in this paper was gender differences in students' perceptions about whether girls or boys will do better in mathematics. Data are a subset of data from the Third International Mathematics and Science Study (TIMSS), in which seventh- and eighth-graders from 25 countries participated. Multiple regression models were used to country-level analyses, and effect sizes were computed. Overall, the meta-analytic techniques were satisfactory in analyzing the TIMSS data, illustrating the potential of meta analysis in improving the validity of international comparison studies. Meta analysis appears to be capable of detecting substantial differences in country outcomes and effective in offering strategies to deal with the situation. Appendixes present tables of coding schemes and outcomes of moderators, independent variables and questionnaire items, and a summary of meta analytic results. (Contains 7 tables, 8 figures, and 20 references.) (SLD)

**ED 409 332** TM 026 775

Nandakumar, Ratna Roussos, Louis

**Validation of CATSIB To Investigate DIF of CAT Data.**

Pub Date—28 Mar 97

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association

(Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Adaptive Testing, \*Computer Assisted Testing, \*Item Bias, \*Regression (Statistics), Sample Size, \*Statistical Distributions, \*Test Format

Identifiers—\*CATSIB Computer Program, Item Bias Detection, Power (Statistics), \*Type I Errors

This paper investigates the performance of CATSIB (a modified version of the SIBTEST computer program) to assess differential item functioning (DIF) in the context of computerized adaptive testing (CAT). One of the distinguishing features of CATSIB is its theoretically built-in regression correction to control for the Type I error rates when the distributions of the reference and focal groups differ on the intended ability. This phenomenon is also called impact. The Type I error rate of CATSIB with the regression correction (WRC) was compared with that of CATSIB without the regression correction (WORC) to see if the regression correction was indeed effective. Also of interest was the power level of CATSIB after the regression correction. The subtest size was set at 25 items, and sample size, the impact level, and the amount of DIF were varied. Results show that the regression correction was very useful in controlling for the Type I error, CATSIB WORC had inflated observed Type I errors, especially when impact levels were high. The CATSIB WRC had observed Type I error rates very close to the nominal level of 0.05. The power rates of CATSIB WRC were impressive. As expected, the power increased as the sample size increased and as the amount of DIF increased. Even for small samples with high impact rates, power rates were 64% or higher for high DIF levels. For large samples, power rates were over 90% for high DIF levels. (Contains 12 tables and 7 references.) (Author/SLD)

**ED 409 333** TM 026 783

van Til, Cita T. And Others

**Problem-based Learning Behavior: The Impact of Differences in Problem-Based Learning Style and Activity on Students' Achievement.**

Pub Date—Mar 97

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, \*Behavior Patterns, Cognitive Processes, \*Cognitive Style, Foreign Countries, Higher Education, \*Individual Differences, Learning Strategies, Medical Education, \*Medical Students

Identifiers—\*Problem Based Learning

Problem-based learning (PBL) as a new instructional method is becoming increasingly popular. PBL is hypothesized to have a number of advantages for learning because it applies insights from cognitive learning theory and it fosters a lifelong learning strategy. As in all learning programs there are individual differences between students. This study investigates individual differences in students' PBL behavior and its effect on achievement using 164 health sciences students in the Netherlands. PBL learning was measured using 24 vignettes of situational descriptions of PBL behavior. The students' behavior during a tutorial group meeting and during individual study were considered as PBL behavior. Results indicate that achievement is significantly influenced by the activity of PBL behavior after correction for more general test preparation behaviors. The style of PBL behavior did not yield a significant contribution. Given the statistically significant relationship found with one of the PBL behavior dimensions (activity), it would be valuable to study the effects of the dimensions of PBL style and activity on achievement in isolation and in combination. (Contains 1 figure, 4 tables, and 22 references.) (Author/SLD)



ED 409 334 TM 026 789

Yang, Wen-Ling

**The Effects of Content Mix and Equating Method on the Accuracy of Test Equating Using Anchor-Item Design.**

Pub Date—Mar 97

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Equated Scores, \*Item Response Theory, \*Raw Scores, Test Construction, \*Test Content, Test Format, Test Items, \*True Scores Identifiers—Accuracy, \*Anchor Tests, Anchoring Devices, Three Parameter Model, \*Tucker Common Item Equating Method

Using an anchor-item design of test equating, the effects of three equating methods (Tucker linear and two three-parameter item-response-theory-based (3PL-IRT) methods), and the content representativeness of anchor items on the accuracy of equating were examined; and an innovative way of evaluating equating accuracy appropriate for the particular item-sampling design of the study was introduced. Data analyzed were test results from 2 forms of a professional competency examination with 197 and 203 items respectively. There were 145 anchor items embedded in both forms, and the 2 examinee groups were not randomly formed. From the two test forms, four pairs of shortened test forms were created to differ in the content representativeness of their anchor items. The total raw score on the original anchor items was regarded as a "pseudo true score," which was used as a criterion for evaluating equating accuracy. Overall, the three equating methods appeared to yield moderately accurate equating results on every test, but the outcomes of the IRT-based methods seemed to be more accurate than the outcomes of the Tucker method. The accuracy of equating depended on the content representativeness of the anchor items, no matter which method was used to equate test forms. The 3PL-IRT model seemed appropriate for equating the test form with negative skewed score distribution. One appendix presents the item sampling schemes and the other contains tables of correlation analyses on anchor and nonanchor items. (Contains 6 tables, 2 figures, and 58 references.) (SLD)

ED 409 335 TM 026 792

Fiegen, Anne Deno, Stanley L.

**General Outcome Measures in Secondary Mathematics: An Exploration of Relations to the NCTM Goals.**

Pub Date—Mar 97

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Educational Objectives, Junior High Schools, \*Mathematics, \*Measurement Techniques, Middle Schools, \*Outcomes of Education, \*Performance Based Assessment, Problem Solving, Student Attitudes, Teacher Attitudes, Teacher Expectations of Students, Thinking Skills, Urban Schools Identifiers—\*Middle School Students, \*National Council of Teachers of Mathematics

As part of a larger study exploring the degree to which the general outcome measurement paradigm might be extended to address assessment issues in secondary mathematics, this study involved determining the degree to which simple performance measures would serve as indicators of general proficiency in mathematics and success in achieving the goals outlined by the National Council of Teachers of Mathematics (NCTM). These goals state that students should: (1) learn to value mathematics; (2) become confident in their ability to do mathematics; (3) become mathematical problem solvers; (4) learn to communicate mathematically; and (5) learn to reason mathematically. Participants were 100 urban middle school students. Four general outcome measures were used, including a basic mathematics operations task, a basic estimation task, modified

estimation tasks, and teacher ratings. Results of the analyses support the conclusion that low to moderate relations exist between students' scores on the general outcome measures and their success in achieving the NCTM goals. The strongest relations exist between performance on the basic facts and estimation tasks and the teacher's perceptions of their proficiency and problem-solving status. General outcome measures like the ones studied are sufficiently related to teachers' judgments of student status in mathematics that they could use to monitor progress toward the NCTM goals. Although the general outcome measures do not meet all the criteria for new assessment tools proposed by the NCTM, the tasks explored in this study allow for more frequent and repeated administration. (Contains 8 tables and 54 references.) (SLD)

ED 409 336 TM 026 819

Lafleur, Clay Tucker John

**Understanding Teachers' Perspectives on Curriculum and Assessment Reform or the More Things Change: Change-Oriented, Experienced Teachers' Views and Practices Regarding Mandated Change.**

Pub Date—Mar 97

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Collegiality, Cooperation, \*Curriculum Development, Educational Assessment, \*Educational Change, Elementary Secondary Education, Foreign Countries, High School Students, \*Instructional Leadership, Interdisciplinary Approach, Junior High School Students, Professional Development, State Legislation, Stress Variables, \*Teacher Attitudes, Time Management Identifiers—\*Ontario

This study was designed to see how six teachers, who had experience with educational change, dealt with particular curriculum mandated reforms in the province of Ontario (Canada). Teachers were asked to reflect and comment on their experiences implementing "The Common Curriculum, Policies and Outcomes, Grades 1 to 9, 1995," an initiative of the Ontario Ministry of Education and Training that focused on measurable and demonstrable learning outcomes for all students. The policy favored grouping traditional disciplines into the four program areas of the arts, language, mathematics, science and technology, and personal and social studies. The six teachers of grades 7, 8, or 9 from were selected because of their successful approaches to the reform. Teachers identified obstacles to reform, beginning with the physical separation of grade 9 from grades 7 and 8, something that makes collaboration difficult. Other issues that make reform difficult were content coverage issues, attitudes of staff colleagues, uncertainty and stress, and time factors. Things that facilitated change were a favorable attitude toward integration of learning, leadership and support, team teaching, teacher control of change, and teacher attitude to change. (Contains three tables and seven references.) (SLD)

ED 409 337 TM 026 820

Folger, Terre And Others

**Cognitive Processes in Problem Solving via Think-Aloud and Interview Analysis.**

Pub Date—[97]

Note—32p.

Pub Type—Reports - Research (143)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Education Majors, Higher Education, \*Interviews, \*Problem Solving, \*Protocol Analysis, Qualitative Research, \*Student Attitudes, Student Motivation, Theory Practice Relationship, Thinking Skills, Transfer of Training, Undergraduate Students Identifiers—\*Analogical Reasoning

Researchers examined data from perceptual instruments administered to participants (36 undergraduate education students) during and following

problem solving sessions. Think-aloud and interview analysis resulted in combining examination of the problems with the motivations and perceptions of the problem solvers. The nonemergent qualitative design revealed themes that affected the participant's solution paths. Conditions that positively influenced the use of analogical thinking were identified as enablers; those that impaired its use were labeled as inhibitors. Enablers included positive perceptions of the self as problem solver, active engagement in the problem, perceived familiarity with the domain of knowledge, and the accurate recall and use of problem solving strategies. Inhibitors included poor self-efficacy for problem solving, recall of negative experiences, lack of background knowledge, and inaccurate application of the problem solving principles. The participants' comments revealed connections with other theory and research on problem solving and learning transfer. Future research is implicated in areas of the effects of problem-solving instruction within a contextual domain. (Contains 2 tables and 29 references.) (Author/SLD)

ED 409 338 TM 026 821

Heflich, David A.

**Online Interviews: Research as a Reflective Dialogue.**

Pub Date—Mar 97

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Dialogs (Language), Doctoral Programs, Educational Research, \*Electronic Mail, Higher Education, \*Interviews, \*Online Systems, Pilot Projects, \*Professional Development, Researchers, Sampling, \*Student Attitudes

Identifiers—\*Reflective Practice

The use of online interviews as reflective dialogue for professional growth and development was studied. Doctoral research conducted using electronic mail messaging as a series of online interviews evolved into reflective dialogues between the researcher and subjects. Five users of an online discussion group on teaching participated in a pilot study. Their initial responses reported on attitudes about children and learning, as they were asked, but they did not reveal their tacit attitudes. The researcher developed a revised interview protocol as a series of thematic questions. These resulted in professional growth on the part of the subjects, and growth of the doctoral student (researcher) in the use of conversational techniques to stimulate reflective conversation that resulted in a wealth of data. This study demonstrates the viability of online interviews as an educational research tool. It also shows the symbiotic relationship between a high degree of access to online computer technology and the culture of learning in which it exists. Two appendices discuss developing a sample and present the interview protocol. (Contains 23 references.) (SLD)

ED 409 339 TM 026 822

Wathen, Sheila Haley Resnick, Lauren B.

**Collaborative vs Individual Learning and the Role of Explanations.**

Pub Date—Mar 97

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*College Students, \*Concept Formation, Context Effect, \*Cooperative Learning, Higher Education, Individual Differences, Individualized Instruction, Interaction, \*Peer Relationship, \*Student Motivation, Teaching Methods

Identifiers—Explanation Based Learning, \*Explanations

This study sought to examine why peer interaction can facilitate learning, with the hypothesis that collaborative learning provides a social context that

is conducive to the generating of explanations (an activity positively associated with learning). Individualistic and collaborative learning contexts were compared for 96 college students (19 male, 77 female) instructed either to "talk aloud" or to "explain" as they learned about the human circulatory system from a text (a 2x2 design). Although the subjects in the two learning contexts did not differ in learning scores, generating explanations (defined as new inferences that went beyond the text material) was highly predictive of both factual and conceptual learning. Motivation and other types of talk were also examined. Motivation was related to factual learning but not conceptual learning. An attachment contains the instructions to subjects in the learning study. (Contains 2 figures and 12 references.) (Author/SLD)

**ED 409 340** TM 026 823

*Bryant, Coralie And Others*

**Developing Student Voice: A Follow-up Study with Students as Researchers.**

Pub Date—Mar 97

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Cost Effectiveness, \*Data Collection, \*Educational Research, Experiential Learning, Foreign Countries, \*Graduate Surveys, \*High School Seniors, High Schools, Research Design, \*Researchers, \*Telephone Surveys, Urban Schools

Identifiers—Canada, \*Winnipeg School Division Number 1 MB

Seven Oaks School, a high school in Winnipeg (Canada) recently conducted a followup study of its graduates using a unique approach. High school seniors helped develop the structured interview instrument and carried out the research. As it gathered important information to help the school district in its planning, the study provided students with the valuable experience of doing authentic research as part of their high school experience. The school district serves 9,200 students in Winnipeg, the capital city of Manitoba. Six students from each of the district's three high schools were selected to participate as part of requirements of a Language and Transactional English course. With student input, a consultant designed a series of questions to be used in telephone interviews. Students interviewed 410 former students, about 30% of the total population for the 2 years chosen for the study. Students were trained in analyzing the data and eventually prepared a presentation for their school. Audiences at the school conference, staff meetings, and the Board of Education were impressed by the information and presentation of these young researchers. The approach combines low-cost data collection with the improvement of district-wide communication and educational experience for students. (SLD)

**ED 409 341** TM 026 824

*Scholes, Roberta J. Lain, M. Margaret*

**The Effects of Test Preparation Activities on ACT Assessment Scores.**

Pub Date—Mar 97

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Achievement Gains, \*College Entrance Examinations, Ethnic Groups, Feedback, \*High School Students, High Schools, Higher Education, Income, \*Minority Groups, Racial Differences, Scores, Sex Differences, \*Skill Development, \*Test Coaching, Test Results, Test Wiseness, Testing Problems

Identifiers—\*ACT Assessment

"Test preparation" activities can range from simple practice to in-depth instruction, but most of these activities use some form of test familiarization, drill and practice with feedback, training in strategies for specific item types, and general test-

taking, subject-matter review, and skill development exercises. Two experiments were conducted to study the effects of test preparation on results from the American College Testing program (ACT) Assessment. In the first experiment, a random sample of 10% was selected from one students who took the ACT between October 1, 1994 and September 20, 1995 (69,251 students). These students had answered test preparation questions as part of the information they supplied for the ACT. Gender, ethnic/racial, and family income differences in test preparation were also examined. Almost half of the students had engaged in some form of test preparation, with lower income and minority students reporting engaging in combinations of activities more than other student groups. The types of test preparation studied had little impact on student performance, with only practice tests showing a positive, although small, impact. The second study considered students who had taken the ACT more than once in the time period of the previous study. The sample consisted of 126,253 repeaters. The same information was obtained and the same analyses performed. Over half of these repeat test takers engaged in some type of test preparation before the second ACT, but results suggest that test preparation activities have only a minimal impact on increasing the second ACT Assessment scores beyond gains from simply retaking the test. Results overall suggest that test preparation activities have little impact on scores. (Contains six tables and eight references.) (SLD)

**ED 409 342** TM 026 825

*Jiang, Ying Hong And Others*

**Error Sources Influencing Performance Assessment Reliability or Generalizability: A Meta Analysis.**

Pub Date—Mar 97

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Error of Measurement, Estimation (Mathematics), \*Generalizability Theory, Judges, Meta Analysis, \*Performance Based Assessment, Research Reports, \*Test Reliability

Identifiers—\*Experts

As performance-based assessments have gained wider use, there are increasing concerns about their dependability. This study is a synthesis of existing studies regarding the reliability or generalizability of performance assessments. The meta-analysis involves summarizing, examining, and evaluating research findings. Articles on the dependability of performance assessments, analyzed through traditional means or a generalizability framework published after 1980 were selected. The literature search yielded 22 studies meeting the criteria for inclusion. These 22 studies yielded 258 different reliability or generalizability coefficients. Task and occasion facets contributed the greatest proportion of variance to estimates of error in the measurement procedure. Both are inherent in the construction of many performance tasks. The judge facet did not contribute a large proportion of error variance. Critics of performance assessment should not worry that the use of professional judgment to score performance assessment will be a major source of measurement error. (Contains 3 tables and 25 references.) (SLD)

**ED 409 343** TM 026 826

*Renkl, Alexander*

**Learning by Explaining—Or Better by Listening?**

Spons Agency—Deutsche Forschungsgemeinschaft, Bonn - Bad Godesberg (West Germany).

Pub Date—Mar 97

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research As-

sociation (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*College Students, \*Cooperative Learning, Foreign Countries, Higher Education, \*Listening, Probability, \*Student Motivation

Identifiers—Explanation Based Learning, \*Explanations, Germany

The effectiveness of cooperative learning arrangements is often attributed to the fact that the learners are not only "passive" recipients but also "active" explainers. To test this assumption experimentally explaining and listening were compared with respect to motivation and learning results. Forty first-year college students, grouped in pairs, learned probability calculations from worked-out examples. After an individual phase of learning, each member of a dyad took the role of explainer or listener. The role of the listener was more favorable with respect to both motivation and learning results. A second experiment tested whether learning by explaining was a poor result in the first experiment because the conditions favored listening, and not because explaining was so ineffective. An additional group of 10 dyads (20 learners) learned in unstructured cooperation. Both listening and unstructured cooperation were preferable to explaining. Findings suggest that the positive effects of explaining are overestimated in present research on cooperative learning. Future studies should attempt to determine the precise conditions under which explaining in cooperative arrangements leads to favorable outcomes. (Contains 5 tables, 2 figures, and 15 references.) (SLD)

**ED 409 344** TM 026 827

*Dowson, Martin McInerney, Dennis M.*

**Psychological Parameters of Students' Social and Academic Goals: A Qualitative Investigation.**

Pub Date—Mar 97

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Academic Achievement, Cognitive Processes, \*Educational Objectives, Elementary Secondary Education, Foreign Countries, \*Goal Orientation, Interviews, Performance Factors, Qualitative Research, \*Social Development, Urban Schools

Identifiers—Australia, Australia (New South Wales), Interactionism, \*Student Engagement

Students' goals (motives) for their schooling have been the focus of much recent research and have been shown to significantly influence important aspects of their cognitive engagement and academic achievement. This paper presents the results of a qualitative investigation into the nature and characteristics of students' social and academic goals, reporting the results of a series of structured, semistructured, and conversational interviews with students and teachers in primary and secondary schools in New South Wales, Australia. Interviews were designed to determine what goals students have and how the goals relate to each other, as well as various aspects of their cognitive engagement and academic achievement. Participants were 86 students, aged 12 to 15 years (63% Anglo-Australian), and 12 teachers from 8 schools in the Sydney metropolitan region. Results confirm that students in this sample have academic and social goals congruent with those identified in other contexts and other studies. These goals, as the literature has indicated, are salient correlates of students' motivation, cognitive engagement, and academic performance. The study further confirms that students can and do hold multiple social and academic goals in a social context, supporting the validity of a multiple goal, or interactionist, approach to goal studies. The study also supports academic and social goals as two distinct classes of goals, and it confirms the distinction between maladaptive and adaptive goals. An appendix charts students' goal descriptions and

associated behaviors, affective reactions, and interview statements. (Contains 87 references.) (SLD)

**ED 409 345** TM 026 828

Motika, Robert T.

**Generalizability of Performance Assessment Measures on the Florida Teacher Certification Examinations.**

Pub Date—Mar 97

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Error of Measurement, French, \*Generalizability Theory, \*Language Teachers, \*Licensing Examinations (Professions), Second Language Instruction, Spanish, \*Teacher Certification, \*Test Reliability

Identifiers—Florida, Variance (Statistical)

Data from performance measures that were part of two foreign language teacher certification examinations were used in a generalizability study of the quality of their performance ratings. A total of 775 examinees from the Spanish K-12 and 192 examinees from the French K-12 subject area tests of the Florida Teacher Certification Examinations were selected. Data groups for both examinations were subdivided by unique rater pair combinations to form a series of fully crossed designs (person x rater x scale) with two random facets (person and rater) and one fixed facet (scale). Variance component estimates were then determined for each of the 31 examinee subgroups for Spanish and 8 subgroups for French. The means of the resulting variance component estimate distributions were used to assess the overall quality of the ratings and the relative measurement error associated with rater and scale facets. Separate partially nested designs (person:form x rater) were used to estimate variance associated with the forms facet. Results indicate that for both the Spanish and French examination data, universe score or person variance represented the largest single component of the total observed variance while the magnitude of the variance component estimated for facets associated with measurement error are small. The overall quality of these data for use in decisions as assessed by estimates of the index of dependability or phi coefficient was high. An appendix contains equations for the theoretical sampling variance of variance components. (Contains 14 tables and 5 references.) (Author/SLD)

**ED 409 346** TM 026 829

Swaak, Janine And Others

**Simulation Based Discovery Environments and Acquisition, the Features, and Assessment of Intuitive Knowledge.**

Pub Date—Mar 97

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—College Students, \*Discovery Learning, \*Educational Assessment, Evaluation Methods, Foreign Countries, Higher Education, \*Intuition, \*Simulation, \*Test Construction, Test Items, Test Use, Test Validity

Identifiers—\*Knowledge Acquisition

A study was conducted to develop a test that is able to capture knowledge of an intuitive nature, such as that acquired through discovery learning. The proposed test format is called the "what-if test." Test items in this format consist of the presentation of a situation. A change in the situation is introduced, and learners have to select as quickly as possible, from a number of predefined situations, the resulting situation. Performance of students is measured in terms of correctness and latency data. For validation purposes, performance on the what-if test is related to scores on a definitional knowledge test and several aspects of interaction with the dis-

covery environment. This paper presents three main characteristics of simulation-based discovery environments (richness, low transparency, and interaction) and explains how they relate to the acquisition and features of intuitive knowledge. Three empirical studies in which a first validation has been performed are reported. These were investigations of learning through simulation about: (1) elastic collisions by 46 college students; (2) one-dimensional oscillatory motion by 28 college students; and (3) electrical circuits by 41 subjects. An overall conclusion is that tests constructed with what-if items were able to tap an improvement in learning. The approach seems promising for new types of knowledge tests in relation to new types of technology-supported learning. (Contains 4 figures, 6 tables, and 21 references.) (SLD)

**ED 409 347** TM 026 830

Triska, Olive H. And Others

**Clinicians' Explanations of Students' Reasoning while Solving Multiple-Choice Items.**

Pub Date—26 Mar 97

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Distractors (Tests), Higher Education, \*Medical Education, Multiple Choice Tests, \*Physicians, \*Problem Solving, Protocol Analysis, \*Student Attitudes, Test Construction, Thinking Skills

A study was conducted to determine whether competently reasoning clinicians (clinical instructors in medical instruction) could identify reasons competently reasoning students would eliminate distractors, and explain how students would reason to select the keyed response when solving multiple-choice items. The think-aloud protocols of clinicians (the number varying from 5 to 11) for 4 multiple-choice items were analyzed by categorizing and coding the clinicians' explanations and then comparing them to the justifications of students (varying from 18 to 32). Results show that expert clinicians were more successful in identifying the students' justifications for eliminating distractors than were novice clinicians, and novice clinicians were more successful than expert clinicians in explaining how students reasoned to select the keyed response. These results suggest that the expert and novice clinicians' decisions complemented each other in identifying the distractor elimination and perceptions of how students solved items. (Contains eight tables and eight references.) (Author/SLD)

**ED 409 348** TM 026 845

Wang, Y. Lawrence Johnstone, Whitcomb

**Evaluation of Pre-First Grade.**

Pub Date—Mar 97

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Academic Achievement, Age Differences, \*Developmental Programs, Ethnicity, Evaluation Methods, \*Grade 1, Hispanic Americans, \*Kindergarten, Primary Education, Program Evaluation, \*School Readiness, Sex Differences, Special Education, Student Placement, \*Student Promotion, \*Transitional Programs

Identifiers—\*Irving Independent School District TX, Texas Assessment of Academic Skills

An evaluation of the developmental first grade, or pre-first grade, program of the Irving Independent School District (Texas) was conducted through four studies. Students are placed in the pre-first grade as a transition between kindergarten and first grade, typically on the basis of some assessment of maturity. The first study examined the relationship between students' age, gender, ethnicity, and pre-first placement in samples for 4 years that ranged from 1,495 to 1,697 students. Young age, being male, and being Hispanic American were associ-

ated with pre-first placement. The second study compared older elementary school students (grades 5, 6, and 7) who attended pre-first grade with 107 students for whom pre-first was recommended but who did not attend. In the third study, recommended pre-first students and those who were recommended and did not attend (samples of 42 to 157 each year) were compared in relation to promotion and special education placement with peers who were never recommended. The fourth study compared pre-first refusers with students promoted directly to the first grade. With or without participation in pre-first grade, recommended students did not perform as well as their promoted peers in terms of later retention, special education placement, or scores on the Texas Assessment of Academic Skills. The additional year of instruction did not help pre-first students perform better in later years, and more than the expected number of pre-first recommended students received special education placement in later years. In fact, students who were assessed as unready and accepted the pre-first placement actually performed less well than similar peers who refused the program. Why this occurred should be studied. An appendix contains three figures illustrating study data. (Contains 52 tables.) (SLD)

**ED 409 349** TM 026 857

Enyedy, Noel

**Constructing Understanding: The Role of Animation in Interpreting Representations.**

Pub Date—27 Mar 97

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Abstract Reasoning, Animation, \*Computer Assisted Instruction, \*Constructivism (Learning), Junior High Schools, \*Mathematical Concepts, Middle Schools, Narration, Probability, Protocol Analysis, \*Student Attitudes, Visual Perception

Identifiers—Conversation, Discourse, \*Graphic Representation, \*Middle School Students

This paper examines the mathematical conversations of middle school students as they use computer-mediated graphic representations to construct a shared understanding of the basic concepts of probability under two conditions. The first condition used graphical representations to depict important abstract relationships visually, and the second condition used animation to augment the graphic representations to see if animation helped students grasp abstract relationships. Thirteen pairs of students (11 boys and 15 girls) divided themselves into the two condition groups. The analysis of student think-aloud protocols focused on how the visual and dynamic elements of the computer-based graphical representation influenced students' interpretations of the mathematical concepts. Data suggest that students with access to animated representation had qualitatively different mathematical discussions than those who had only the static representation. The conversations of students who used animated representations used a narrative structure and were richer than those of the students who used static representations. (Contains 3 figures and 37 references.) (SLD)

**ED 409 350** TM 026 863

Klein, Susan

**An Overview of OERI Efforts To Develop a System To Designate and Disseminate Promising and Exemplary Products, Programs and Practices.**

Pub Date—Mar 97

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Educational Research, Evaluation Methods, Federal Government, \*Government Role, \*Information Dissemination, Innovation,



Leadership, Program Evaluation, \*Research and Development, \*Systems Development

Identifiers—\*Experts, \*Office of Educational Research and Improvement, Panel Reviews, Panel Studies, Research Replication

The leadership role of the Office of Educational Research and Improvement (OERI) in developing a System of Expert Panels to identify and share promising and exemplary products, programs, and practices is discussed. The System of Expert Panels should enable the Federal government to help the public learn about replicable research and development (R&D) products and programs and to help funders and producers of R&D maximize their investments. Such a system should be more than a collection of individual expert panels. It should be led from the inside by a Federal Coordination Unit of experts from Department of Education offices. A middle circle then would connect the individual expert panels in a comprehensive array of topic areas. An outside circle then would represent the consumer-oriented dissemination and evaluation providers. This outer circle would be composed of existing dissemination and evaluation entities such as ERIC and the Regional Educational Laboratories. Principles that guide OERI's role in dissemination are: (1) the Federal role should be facilitative; (2) there should be a combined focus on evaluation and dissemination; (3) the System should help create a deliberate, effective, and continuous approach to finding gaps that merit R&D support; (4) national dissemination efforts should encourage selection and use of the best of educational R&D; (5) participants will increase their commitment to using research, development, and evaluation to improve education; and (6) the System of Expert Panels must adapt to face challenges such as finding financial support. (Contains 25 references.) (SLD)

ED 409 351 TM 026 871

Harris, Rodney

**The Lore of Out-of-School Curricula: Implicit Principles, Tacit Commonplaces.**

Pub Date—Mar 97

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Students, Cultural Awareness, \*Curriculum, Elementary Secondary Education, Hispanic Americans, \*Learning, \*Life Events, \*Literature, Mass Media Effects, Minority Groups, Student Characteristics, \*Student Experience, Teacher Attitudes, \*Teacher Expectations of Students

Identifiers—Hispanic American Students

Some researchers have argued that out-of-school curricula, implicit patterns of learning in such realms as families, homes, peer groups, mass media, and nonschool organizations, are instrumental in forging the outlooks of individuals. This paper presents a way in which educators can learn about the out-of-school curricula of their students. The term "student lore" is used to refer to the out-of-school curricula and what students can tell teachers about what they need from teachers and their teaching and what they can tell about curricula and how school interacts with their total life experiences. Books about the lives of students are the data sources for this report. Reviewed are: (1) "Children of Crisis: A Study of Courage and Fear" by Robert Coles; (2) "Always Running, La Vida Loca: Gang Days in L.A." by Luis J. Rodriguez; (3) "Black Fire: The Making of an American Revolutionary" by Nelson Peery; and (4) "There Are No Children Here" by Alex Kotlowitz. These books all deal with the experiences of youth from minority cultures in the United States. Although experienced teachers learn to know their students in any case, studying literature about students and their lives can help educators learn student lore and set student experiences in a curricular backdrop. This approach should help teachers who want to learn more about their students, but are not sure how to go about it. (Contains 12 references.) (SLD)

ED 409 352

Conrad, Linda

**Assessing Thoughtfulness: A New Paradigm.**

Pub Date—95

Note—29p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Check Lists, Critical Thinking,

\*Educational Assessment, Elementary Secondary Education, \*Evaluation Methods, Intelligence, Journal Writing, Likert Scales, Measurement Techniques, Performance Based Assessment, Self Evaluation (Individuals), Standardized Tests, \*Student Journals, Test Use, Thinking Skills

Identifiers—\*Authentic Assessment, Multiple Intelligences, \*Reflective Writing

Educators are beginning to look at authentic assessment as a valid alternative to standardized tests and traditional objective tests. Although authentic assessment means different things to different people, it is understood to focus on whether or not students can use the skills and strategies they have learned and apply them in appropriate situations. Two important tools for authentic assessment are learning logs and reflective journals kept by students. To use these tools appropriately, educators should keep in mind the multiple intelligences identified by Howard Gardner (1983). Successful use of any authentic assessment approach requires specific criteria for the assignment developed by the teacher and students, along with examples that show students acceptable performance and opportunities to engage in higher order thinking. Likert scales, other evaluative scales, and descriptive scales are other tools that can be used in authentic assessment. Among the variety of other assessment tools for authentic assessment is the observation checklist, which focuses on the process more than on the final product. Students need to learn to regard both process and product, but no one strategy for assessment is best. The tools discussed in this paper help students monitor their own learning and internalize the process of learning and evaluation. (Contains 9 figures and 19 references.) (SLD)

ED 409 353

Ross, John A. And Others

**Teaching Students How To Evaluate Their**

**Work in Cooperative Learning: Results of a Collaborative Action Research In-Service.**

Spons Agency—Ontario Ministry of Education and Training, Toronto; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

Pub Date—Mar 97

Note—36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997). Funding also received from the Durham Board of Education.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Action Research, Attribution Theory, \*Cooperative Learning, Elementary Secondary Education, Evaluation Methods, Evaluation Utilization, Foreign Countries, Goal Orientation, Information Dissemination, \*Inservice Teacher Education, Instructional Effectiveness, Self Efficacy, \*Self Evaluation (Individuals), Skill Development, Student Attitudes, Student Motivation, Teacher Attitudes

Three approaches to in-service development for teachers (action research, skills development, and materials dissemination) were compared using a multimethod evaluation design with innovation-specific and general outcome measures for students and teachers. Thirty-three teachers and their students participated in a project to teach students how to evaluate their work. There were no treatment differences on a self-reported use of evaluation procedures, personal teaching efficacy, or in general student outcomes (goal orientations, attributions for success and failure, and self-efficacy). There were two small but statistically significant differences favoring action research: (1) teachers in the action research condition scored higher on outcome expectancy because they had greater access to

TM 026 873

teachers who had successfully used student self-evaluation to increase student achievement and motivation; and (2) students in the action research condition scored higher on attitudes toward evaluation because their teachers had a better understanding of how to share control of evaluation, a core teacher function. The modest differences were attributable to the short duration of the treatments and to the neglect of student cognitions about self-evaluation. (Contains 9 tables and 72 references.) (Author/SLD)

ED 409 354

Seong, Tae-Je And Others

**A Comparison of Procedures for Ability Estimation under the Graded Response Model.**

Pub Date—Mar 97

Note—44p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 25-27, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—\*Ability, Comparative Analysis, Difficulty Level, \*Estimation (Mathematics), Foreign Countries, \*Maximum Likelihood Statistics, Sample Size, Statistical Distributions, Test Length

Identifiers—A Posteriori Methods, \*Graded Response Model

This study was designed to compare the accuracy of three commonly used ability estimation procedures under the graded response model. The three methods, maximum likelihood (ML), expected a posteriori (EAP), and maximum a posteriori (MAP), were compared using a recovery study design for two sample sizes, two underlying ability distributions, and three test lengths. Recovery of ability was generally better for longer tests and for the conditions in which ability was matched to test difficulty. ML tended to recover less well than either EAP or MAP, particularly for the short test in the unmatched ability condition. For longer tests, all three methods recovered about equally well. (Contains 8 figures, 8 tables, and 26 references.) (Author)

ED 409 355

Rule, David L. Griesemer, Bonnie A.

**Relationships between Harter's Scale of Intrinsic versus Extrinsic Orientation and Bandura's Scale of Self-Efficacy for Self-Regulated Learning.**

Pub Date—24 Feb 96

Note—22p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Cambridge, MD, February 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Elementary School Students, \*Factor Structure, Followup Studies, Grade 6, Intermediate Grades, Learning, \*Measures (Individuals), Reliability, \*Self Efficacy, \*Student Motivation, Validity

Identifiers—\*Bandura (Albert), \*Intrinsic Extrinsic Classroom Orientation, Self Regulated Learning

A recent unpublished study by B. Griesemer (1995) studied the relationship between motivation and self-efficacy for learning among 146 sixth graders. Griesemer used two instruments in that study: one to measure intrinsic versus extrinsic motivation composed of three subscales from the Scale of Intrinsic versus Extrinsic Orientation in the Classroom by S. Harter (1980) and the other a subscale measuring self-efficacy for self-regulated learning developed, but not published, by A. Bandura. Results of Griesemer's original study were inconclusive, and she hypothesized that the two instruments may have been measuring aspects of the same construct. The present study is a followup examination of data from the original study. Reliability and factorial validity were studied for both instruments, and subscale intercorrelations were determined. Results support the idea that the scales do measure aspects of the same underlying constructs. Both instruments may be assessing the connection between classroom self-efficacy and learning self-

regulation from different perspectives. An appendix presents the unpublished instrument developed by Bandura. (Contains seven tables and seven references.) (SLD)

**ED 409 356** TM 026 879  
Yepes-Baraya, Mario

**Lessons Learned from the Coding of Item Attributes for the 1996 National Assessment of Educational Progress (NAEP) Science Assessment: Grade 4 Results.**

Educational Testing Service, Princeton, NJ.  
Spons Agency—National Assessment of Educational Progress, Princeton, NJ.

Pub Date—Mar 97  
Contract—R999150001

Note—34p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 25-27, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Coding, \*Elementary School Students, Grade 4, Intermediate Grades, Performance Based Assessment, \*Problem Solving, \*Science Tests, Test Content, Test Format, \*Test Items, Thinking Skills

Identifiers—Experts, \*National Assessment of Educational Progress

The study described in this paper is part of an effort to improve understanding of the science assessment of the National Assessment of Educational Progress (NAEP). It involved the coding of all the items in the 1996 NAEP science assessments, which included 45 blocks (15 each for grades 4, 8, and 12) and over 500 items. Each of the approximately 2,500 students participating in the assessment was given a test booklet with 3 blocks of cognitive items. One was a conceptual/problem solving block, one, a theme block, and the last, a block of items associated with a performance task. Coding the item attributes provides descriptive information for each item, each block, and the whole test. The focus of this paper is on the grade-4 blocks. Nine science experts (two NAEP experts and a science teacher for each grade level) coded the attributes in the assessment according to categories such as knowledge of principles and reasoning with content. In all, 39 attributes were assessed. Results from the coding and block analyses suggest that, overall, the 1996 NAEP science assessment is a balanced assessment with respect to the science fields involved and item format used. Reasoning with content and explanation were the most significant attributes assessed; they were found to be key to successful performance on all three types of item blocks. (Contains 2 figures, 7 tables, and 12 references.) (SLD)

**ED 409 357** TM 026 880

**Scrams, David J. Schnipke, Deborah L. Making Use of Response Times in Standardized Tests: Are Accuracy and Speed Measuring the Same Thing?**

Pub Date—Mar 97

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Computer Assisted Testing, Difficulty Level, Item Response Theory, Psychometrics, \*Reaction Time, \*Standardized Tests, \*Test Items, Thinking Skills, \*Timed Tests

Identifiers—\*Accuracy, Large Scale Assessment, \*Speededness (Tests)

Response accuracy and response speed provide separate measures of performance. Psychometricians have tended to focus on accuracy with the goal of characterizing examinees on the basis of their ability to respond correctly to items from a given content domain. With the advent of computerized testing, response times can now be recorded unobtrusively during operational tests, and this new source of data may provide additional information about examinees. D. Thissen (1983) offered an extension of item response theory that accounts for both accuracy and speed within a single model.

Thissen's Timed-Testing model is used in this study as a framework for exploring the relationship between accuracy and speed in three large-scale computerized tests. Data are from computer-administered tests of verbal, quantitative, and reasoning skills involving about 7,000 examinees. Overall relative item easiness accounted for only a small proportion of variability in response times, and neither examinee ability nor item difficulty performed much better. Results are discussed in terms of speededness and the possibility of incorporating speed factors into ability estimation. (Contains 5 figures and 11 references.) (Author/SLD)

**ED 409 358** TM 026 882

Taylor, Corri

**The Effect of School Expenditures on the Achievement of High School Students: Evidence from NELS and the CCD.**

Pub Date—28 Mar 97

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Academic Achievement, \*Costs, Educational Finance, Elementary Secondary Education, \*Expenditures, Financial Support, \*High School Students, High Schools, National Surveys, School Districts, \*Special Needs Students, Tables (Data)

Identifiers—\*Common Core of Data Program, \*National Education Longitudinal Study 1988, Value Added Model

This study re-examines the widely-held conclusion that "there is no strong or systematic relationship between school expenditures and student performance" (E. A. Hanushek, 1989). By merging three data sources from the National Center for Education Statistics—the National Education Longitudinal Study of 1988 (NELS), the Common Core of Data (CCD), and a district-level Teacher Cost Index—it was possible to test whether the weak effects of schools' fiscal resources on student achievement could be attributed to the failure of previous studies to account adequately for cross-district variations in the resource prices of educational services and in the proportion of special-needs students who require additional, more costly, services. Data from all three waves of the NELS (16,489 students) were used. A value-added student achievement model is specified and estimated using a variety of measures as the explanatory variable of interest. A positive and statistically significant, although small, relationship between high school students' academic achievement and per pupil expenditures was found. However, the estimated effects did not increase appreciably when measure of expenditures was adjusted to account for resource-cost differentials or when differences in the proportion of special-needs students were taken into account. (Contains 3 figures, 4 tables, and 25 references.) (Author/SLD)

**ED 409 359** TM 026 887

Cochrane, Lorna J. Saroyan, Alenoush

**Finding Evidence To Support Violence Prevention Programs.**

Pub Date—Mar 97

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Comparative Analysis, \*Conflict Resolution, Educational Environment, \*Elementary School Students, English, Evaluation Methods, Foreign Countries, French, Grade 5, Intermediate Grades, Interviews, Pretests Posttests, \*Prevention, Program Evaluation, Questionnaires, Self Concept, \*Skill Development, \*Social Cognition, Urban Schools, \*Violence

Identifiers—Canada, Francophone Education (Canada)

The effects of a conflict resolution program on school climate, student self-image, and the use of conflict resolution skills were studied in urban

schools in Canada. Benefits and limitations of conflict resolution in comparison with other types of violence prevention programs and methods of evaluating violence prevention programs were also studied. The context was grade-5 classrooms of 3 French and 4 English elementary schools in 2 urban areas of a large Canadian city, for a total of 140 students and their teachers. The evaluation design was based on the Key Features Model of J. S. Renzulli (1975) using a quasi-experimental pretest-posttest control group design. Data sources included student and teacher questionnaires and structured interviews with students and teachers. The conflict resolution program, which featured accepting and respecting difference and skills for self-control and communication, was delivered over 10 weeks. Observations supported the positive effects of the program on school climate. Students reported increased self-confidence and an increase in the use of skills specific to conflict resolution. Teachers reported a decrease in interference with teaching, but the value perceived by teachers for the program did not change with the intervention. Implications for future evaluations of violence prevention programs are discussed. (Contains 5 tables and 39 references.) (SLD)

**ED 409 360** TM 026 892

Nekovet, Deanna L.

**Assessment of Beginner Teacher Performance Utilizing Video Technology.**

Pub Date—24 Mar 97

Note—30p.

Pub Type—Reports - Evaluative (142)

**EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Beginning Teachers, Cost Effectiveness, Educational Technology, Elementary Education, \*Elementary School Teachers, Holistic Evaluation, \*Performance Based Assessment, Performance Factors, \*Scoring, \*Teacher Evaluation, \*Videotape Recordings

A study was conducted to investigate the feasibility of using video as a method of beginning teacher observation. In addition, the study investigated whether or not trained observers (raters) could score beginner teacher performance videotapes reliably using a 4-point holistic scoring scale. To this end, the researcher collected 24 beginning teacher performance videotapes and had 12 elementary school teachers, the raters, score each videotape using a four-point holistic scoring scale that was developed for the study. In sum, it appears that videotape performance assessment that uses a holistic scoring scale is a viable and cost effective method of teacher evaluation. It was also learned that camera condition is not a significant factor in terms of obtaining consistent scores on the performance videotapes. A 20-to-30 minute tape appears to provide ample teacher performance information for obtaining consistent judgments by raters. (Contains 2 figures, 13 tables, and 32 references.) (Author/SLD)

**ED 409 361** TM 026 893

Pachnowski, Lynne M. And Others

**Immediate Data: The World Wide Web as a Resource for Teaching Research Methods.**

Pub Date—Feb 97

Note—17p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, February 20-22, 1997).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—\*Data Collection, \*Databases, Higher Education, Information Dissemination, Research Methodology, \*Research Skills, Research Tools, Resource Materials, Surveys, Teaching Guides, Teaching Methods, \*World Wide Web

The World Wide Web provides a convenient source of databases and examples of survey resources for those who teach research methods. For example, lottery numbers as sources of data, demographic-based search engines, and surveys and their results can be found on the World Wide Web. These can stimulate discussion and lead to student analyses completed with immediate data.

This paper presents some examples of these sources and offers suggestions for their applications in the classroom. The site for the Texas Lotto provides an excellent source of randomly selected raw data and materials for discussion of frequency tables for statistics students. U.S. Census Bureau data are very useful for teaching purposes, as are search engines yielding selected populations. Survey construction can be studied through sites such as that of the Louis Harris Poll or the site for the Wilmington Institute: Trial and Settlement Sciences. The advantages of Web-based databases for teaching include the immediacy of data and the attraction of the format for students. Fifteen resources are listed. (Author/SLD)

**ED 409 362** TM 026 895

Barnette, J. Jackson

**Effects of Item and Response Set Reversals on Survey Statistics.**

Pub Date—Mar 97

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Likert Scales, \*Reliability, \*Responses, \*Statistical Analysis, \*Surveys, Test Construction, \*Test Items

Identifiers—\*Acquiescence, Stem Analysis

The controversy regarding reverse or negatively-worded survey stems has been around for several decades. The practice has been used to guard against acquiescent or response set behaviors. A 20-item, 5-point Likert item survey was designed and the stems and response sets were varied in a 2 by 3 design. One independent variable was type of item stem: one level had all direct-worded stems and the other had, randomly determined, half direct and half reverse-worded stems. The other independent variable was response set type. One level had all response sets going "strongly disagree" (SD) to "strongly agree" (SA), one had all response sets going SA to SD, and the third had, randomly determined, half going SD to SA and half going SA to SD. The surveys were administered to 687 subjects. The form each subject received was determined randomly. Responses were scored so that all were in agreement with the direct or positive form of the item stem. Item means were lower for the all direct-worded surveys compared with the half direct, half reverse-worded stems. The survey with the all direct stems and half SD-SA, half SA-SD response sets had the highest item variable. However, the most important finding was that the survey with the lowest reliability was the one with half direct and half-reverse worded stems with half SD-SA and half SA-SD response sets, while the survey with the highest reliability was the survey with all direct-worded stems with half SD-SA and half SA-SD response sets. This would indicate that the use of a combination of all direct-worded stems and half of the response sets going in one direction and half in the other direction may be a better way of guarding against acquiescence and response set behaviors. (Contains eight tables and nine references.) (Author/SLD)

**ED 409 363** TM 026 898

Viechnicki, Karen J. And Others

**Action Research in a School/University Partnership.**

Pub Date—Mar 97

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Action Research, College Faculty, \*College School Cooperation, Curriculum Development, Education Majors, Elementary Education, Elementary School Teachers, Higher Education, Methods Courses, \*Partnerships in Education, Public Schools, Student Teachers,

Student Teaching, \*Teacher Education, Teaching Methods

Identifiers—\*Ohio University, \*Preservice Teachers

The Plains Elementary School/Ohio University Partnership Project began in 1991 as a collaborative effort between a university and a public school to restructure the professional development of preservice teachers, elementary school staff, and College of Education faculty. Each year a cohort group of approximately 25 Ohio University junior-level students spends an academic year at an elementary school at which the school's faculty and college teacher educators provide theoretical frameworks and instruction in teaching strategies that are implemented by preservice teachers in the classroom. Action research is used in the partnership to gather information about student and program performance through two strands in The Plains Project. In one strand, teachers working with the students seek ways to solve classroom problems, and in the other, a university professor attempts to link a curriculum foundations course with work in which preservice teachers are engaged. Experiences of particular student interns illustrate the action research perspective. The action research projects at the Plains School allow both classroom and preservice teachers to place the notion of research into a realistic perspective and to feel a sense of empowerment. (Contains one table and eight references.) (SLD)

**ED 409 364** TM 026 902

Schnipke, Deborah L. Pashley, Peter J.

**Assessing Subgroup Differences in Item Response Times.**

Pub Date—Mar 97

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Computer Assisted Testing, Data Analysis, English, \*Item Bias, Language Dominance, Performance Factors, Regression (Statistics), Research Methodology, \*Responses, Test Items, \*Timed Tests

Identifiers—High Stakes Tests, Item Bias Detection, \*Subgroups, \*Survival Analysis

Differences in test performance on time-limited tests may be due in part to differential response-time rates between subgroups, rather than real differences in the knowledge, skills, or developed abilities of interest. With computer-administered tests, response times are available and may be used to address this issue. This study investigates procedures for identifying possible subgroup differences in response times from a computer-administered test. Based on the results, it appears that survival analysis methodology is useful for uncovering subgroup differences in response time rates. Data from a national high-stakes computer-administered (but not adaptive) reasoning test were used. Data from 6,306 test takers who said that English was their best language and 462 test takers who said that English was not their best language were analyzed with parametric (Cox regression) and nonparametric (Wilcoxon test) approaches. Significant differences between response times across the two subgroups were found, although this does not necessarily imply that particular items should have been identified as having differential item functioning. (Contains 3 tables, 3 figures, and 11 references.) (Author/SLD)

**ED 409 365** TM 026 903

Kwak, Nohoon And Others

**An Unsigned Mantel-Haenszel Statistic for Detecting Uniform and Nonuniform DIF.**

Pub Date—27 Mar 97

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research As-

sociation (Chicago, IL, March 24-28, 1997).  
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)  
**EDRS Price - MF01/PC02 Plus Postage.**  
Descriptors—\*Chi Square, Identification, \*Item Bias, \*Test Items  
Identifiers—\*Mantel Haenszel Procedure, Mean (Statistics)

This paper introduces a new method for detecting differential item functioning (DIF), the unsigned Mantel-Haenszel (UMH) statistic, and compares this method with two other chi-square methods, the Mantel-Haenszel (MH) and the absolute mean deviation (AMD) statistics, in terms of power and agreement between expected and actual false positive rates. Three hundred datasets included items with uniform DIF; another 300 datasets included items with nonuniform DIF; and the other 300 datasets included items with both uniform and nonuniform DIF. All methods produced higher false positive rates than the theoretically expected false positive rates after application of a purification procedure. The second step of the purification procedure produced more false positives for the MH and UMH methods than the first step, but it reduced false positives for the AMD method. The two-step purification procedure also reduced power in most conditions for all three methods. (Contains 11 tables and 30 references.) (SLD)

**ED 409 366** TM 026 904

Schnipke, Deborah L. Reese, Lynda M.

**A Comparison of Testlet-Based Test Designs for Computerized Adaptive Testing.**

Pub Date—Mar 97

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Ability, \*Adaptive Testing, Algorithms, Comparative Analysis, \*Computer Assisted Testing, Difficulty Level, \*Estimation (Mathematics), Psychometrics, \*Scoring, Simulation, \*Test Construction, Testing Problems  
Identifiers—\*Testlets, \*Two Stage Testing

Two-stage and multistage test designs provide a way of roughly adapting item difficulty to test-taker ability. All test takers take a parallel stage-one test, and, based on their scores, they are routed to tests of different difficulty levels in subsequent stages. These designs provide some of the benefits of standard computerized adaptive testing (CAT), such as increased precision of ability estimates over a paper-and-pencil test design. The item selection and scoring algorithms in two-stage and multistage designs may also be easier for test takers and test score users to understand—an important feature for gaining public acceptance of new test designs. This study incorporates testlets (bundles of items) into two-stage and multistage designs, and compares the precision of the ability estimates derived from these designs with those derived from a standard CAT design and from paper-and-pencil test designs. For the group that was used to establish the cutoffs for the two-stage and multistage testlet designs, 50,000 simulated test takers were created randomly. The group of simulated test takers used to simulate all test designs totaled 25,000. Results indicate that all testlet-based designs resulted in improved precision over the same-length paper-and-pencil test, and almost as much precision as the paper-and-pencil test of double length. Given the many other (non-psychometric) advantages of these designs, they may be viable options for computer-administered tests. (Contains six figures and nine references.) (Author/SLD)

**ED 409 367** TM 026 907

Lambert, Richard And Others

**The Repertory Grid as a Qualitative Interviewing Technique for Use in Survey Development.**

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, DC.

Pub Date—Mar 97

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research As-



sociation (Chicago, IL, March 24-28, 1997).  
Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

#### EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Administrators, Attitudes, \*Coding, Comparative Analysis, \*Interviews, \*Measurement Techniques, Parents, Preschool Education, Program Evaluation, \*Surveys, Teachers  
Identifiers—\*Personal Construct Theory, Project Head Start, \*Repertory Grid Technique

The Repertory Grid Technique (RGT) is an interviewing and measurement strategy that originated as a methodological component of the Personal Construct Theory of G. Kelly (1955). Because the RGT focuses on internal processes, it can enhance a key informant interview in that the comparisons it requires the respondent to make stimulate connections and offer insights that represent meaningful perceptions and values. Kelly's theory defines personal constructs as the ways in which individuals create templates or patterns in an attempt to make sense of the realities of the world. The RGT is a measurement system designed to elicit the personal construct system. It is useful in survey construction as the grid is constructed. An application of the RGT approach to survey development is presented in the analysis of 189 responses of 26 administrators, teachers, and parents in an evaluation of Head Start programs. Ninety-four codes were established for these responses, which were grouped in to five domains. Making the grid is a complex sorting task in which elements are judged successively on a set of bipolar constructs, so that the grid becomes a multidimensional overlay of elements onto constructs. An appendix contains the rating sheet used for the grid. (Contains two figures and six references.) (SLD)

#### ED 409 368 TM 026 909

Lambert, Richard G. Curlette, William L.

#### The Robustness of the Standard Error of Summarized, Corrected Validity Coefficients to Non-Independence and Non-Normality of Primary Data.

Pub Date—21 Apr 95

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

#### EDRS Price — MF01/PC02 Plus Postage.

Descriptors—\*Correlation, \*Error of Measurement, Estimation (Mathematics), \*Meta Analysis, Monte Carlo Methods, Predictor Variables, \*Robustness (Statistics), Simulation, Statistical Distributions, Validity

Identifiers—Population Parameters, \*Validity Generalization

Validity generalization meta-analysis (VG) examines the extent to which the validity of an instrument can be transported across settings. VG offers correction and summarization procedures designed in part to remove the effects of statistical artifacts on estimates of association between criterion and predictor. By employing a random effects model, the variability of a distribution, "P," of population parameters, "p," is estimated. When the variance of this distribution is estimated to be small, validity is said to generalize across situations. It is common for an admissible validity study to contribute more than one correlation to a meta-analysis. The original VG meta-analysis (Pearlman, Schmidt, and Hunter, 1980) located 3,368 validity coefficients in 698 studies. In addition, VG is often applied to instruments used to predict success on highly complex jobs. Such measures often have positively skewed distributions of predictor and criterion scores (Hunter, 1990). This study used Monte Carlo simulation to generate situations with non-normal distributions and dependency between effect sizes. Specifically, this effort tested the robustness of VG, as applied with the Raju et al. (1991) standard error of corrected correlations, to violations of the assumptions of independence and normality of primary data. Results of generations of 10,000 replications in 3,024 different combinations of conditions indicate that averaging correlations at the level of the primary study greatly underestimates the variance of P while skewness leads to

overestimates of the variance of P. (Contains nine tables and seven figures.) (Author/SLD)

#### ED 409 369 TM 026 912

Fisher, Gwen Laura

#### The Validity of Pre-Calculus Multiple Choice and Performance-Based Testing as a Predictor of Undergraduate Mathematics and Chemistry Achievement.

Pub Date—Dec 96

Note—99p.; Master's Thesis, University of California, Santa Barbara.

Pub Type—Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)

#### EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Algebra, \*Calculus, Chemistry, \*College Freshmen, Correlation, Geometry, Higher Education, \*Mathematics Achievement, \*Multiple Choice Tests, \*Performance Based Assessment, \*Prediction, Scores, Test Construction, Test Results, Test Use, Undergraduate Study

Identifiers—\*University of California Santa Barbara

There has been concern over the validity of the Algebra Diagnostic Test (ADT) used to determine the actual level of student preparation for the first quarter of calculus as taught at the University of California, Santa Barbara. It has been hypothesized that performance-based questions, along with the more traditional multiple choice questions, could provide a better assessment of students' understanding of pre-calculus materials for the Hughts-Hallet curriculum. In this study, a two-part test was written to test for ability and initiative in solving multiple level tasks and to provide for pre-calculus assessment. The performance-based test developed was a four-category examination testing algebra, function, proportion, and geometry. Qualitative and quantitative analyses were conducted to find relationships between test scores and subsequent grades in algebra, calculus for the hard sciences, calculus for the social sciences, and chemistry. The performance-based test had significant correlations with grades in all four classes. Multiple choice testing had a higher correlation than performance-based testing, but a combination of both provided the best test to predict mathematics or chemistry achievement. Mathematics and chemistry achievement are correlated with the following examination portions: symbolic manipulation of algebraic expressions, graphing of functions, symbolic properties of functions, trigonometric functions, logarithmic functions, word problems, geometry, and numerical data or number sense. Symbolic manipulation skills are statistically significant in predicting grades in all four classes. Students who display fluency with function concepts are statistically shown to be successful in calculus and chemistry classes. Six appendixes contain the developed instrument, a multiple-choice test, data scatter plots, tables of data, course descriptions, and a precalculus diagnostic test. (Contains 18 tables, 20 scatter plots, and 4 references.) (SLD)

#### ED 409 370 TM 026 915

Struyf, Elke And Others

#### Formative Evaluation Reconsidered: Secondary School Teachers' Evaluation Practice as a Learning Opportunity for Students.

Pub Date—Mar 97

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

#### EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Evaluation Methods, Foreign Countries, \*Formative Evaluation, Grades (Scholastic), Interviews, Mathematics Education, Secondary Education, Secondary School Students, \*Secondary School Teachers, \*Student Evaluation, \*Summative Evaluation, \*Teacher Made Tests

Identifiers—Netherlands, Process Goals

The extent to which the classroom evaluation practice of secondary school teachers is of a formative nature and the effects of any formative evaluation

on student learning were studied through semi-structured interviews with 54 teachers in 5 Dutch secondary schools. All taught secondary Dutch or mathematics. In addition, 557 students completed questionnaires about the evaluation practices their teachers used in teacher-made written tests. It was strikingly evident that the evaluation practice of all the teachers could be considered summative in nature. All the written tests were given a grade that counted toward the final mark at the end of the school year. Teachers in this sample never gave a written test without assigning a grade. Some of the evaluation practices were formative in that some teachers, those with a solution-oriented (27 teachers) or process-oriented (20 teachers) evaluation practice, organized classroom discussions of the tests. These were the teachers who created the most learning opportunities for students. Seventeen of 27 teachers with a solution-oriented approach taught mathematics, while 13 of the 20 teachers with a process-oriented evaluation approach taught Dutch. These results suggest that actual evaluation practice is contextualized. (Contains 5 figures and 39 references.) (SLD)

#### ED 409 371 TM 026 938

#### Bibliography of Assessment Alternatives: Portfolios, Innovative Assessment.

Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 96

Contract—RJ96006501

Note—117p.

Pub Type—Reference Materials - Bibliographies (131) — Reports - Evaluative (142)

#### EDRS Price — MF01/PC05 Plus Postage.

Descriptors—Annotated Bibliographies, \*Educational Assessment, Elementary Secondary Education, \*Performance Based Assessment, \*Portfolio Assessment, Portfolios (Background Materials), \*Professional Development, Scoring, \*Student Evaluation, Subject Index Terms, Teacher Education, \*Teacher Evaluation, Test Use

Identifiers—\*Alternative Assessment, Authentic Assessment

This annotated bibliography presents descriptions of sources related to the construction, use, and scoring of portfolios for assessment. Both student and professional staff portfolios are considered, as are theoretical issues and practical examples of portfolio use. Articles cover all grade levels and many subject matter areas. There are two sections to the bibliography: the articles themselves in alphabetical order by primary author and an index to help users find relevant references. Each article has been analyzed according to descriptors developed to make articles easier for users to find. Documents in the bibliography may be obtained from the sources listed for each entry. The bibliography lists 233 print and 3 electronic sources. (SLD)

#### ED 409 372 TM 026 941

Elliot, Pamela R.

#### The Use of Probability of Proficiency Scores in the Study of Relationships between Education Indicators and Student Mathematics Learning at Different Skill Levels.

Pub Date—Mar 97

Note—53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

#### EDRS Price — MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Followup Studies, \*Mathematics Achievement, National Surveys, \*Outcomes of Education, \*Probability, \*Scores, Secondary Education, Structural Equation Models, \*Teachers

Identifiers—\*Educational Indicators, National Education Longitudinal Study 1988

Research on factors related to student academic achievement typically involves the use of some type of total cognitive score as the final outcome measure. However, in using a total score, it is assumed that variables related to student learning have the

same effect on student learning across academic skill levels. Using a subsample from the first follow-up to the National Education Longitudinal Study of 1988 (NELS:88), this study examined the differential effects of between- and within-school indicators on the learning of mathematics at different skill levels. Data was taken from students whose mathematics teachers and school administrators participated in the NELS:88 school survey, for a final student sample of 4,848. Indicators were chosen from data for the student and teacher surveys. The study offers evidence that the relationship between education indicators and academic learning differs depending on the level of skill under investigation. When studying the effects of various inputs and processes of schooling on student learning, the researcher should move away from the strict use of total scores and consider the use of scores that break down student achievement into learning at various levels. An appendix discusses the structural equation model used for the analysis. (Contains 3 figures, 15 tables, and 46 references.) (Author/SLD)

**ED 409 373** TM 026 943

*Jakwerth, Pamela M. And Others*

**Validity in Cross-National Assessments: Pitfalls and Possibilities.**

Pub Date—Mar 97

Note—37p.; Papers presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Collected Works - General (020) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Comparative Analysis, \*Cross Cultural Studies, \*Curriculum, Educational Assessment, Elementary Secondary Education, Evaluation Methods, Foreign Countries, \*International Education, Meta Analysis, \*Test Validity

Identifiers—Domain Knowledge, Opportunity to Learn, \*Third International Mathematics and Science Study

Five interrelated papers that explore the theme of validity within the context of cross-national assessments are grouped in this collection. These papers were presented at a symposium at the annual meeting of the American Educational Research Association. These papers draw on data from the Third International Mathematics and Science Study (TIMSS). The TIMSS involved more than 12,650 schools, 25,300 teachers, and 655,000 students in about 50 countries. A central problem in the evaluation of results of cross-national assessments is that of content validity as evaluated in relation to the specific domain to which test scores are intended to relate. In international assessments, as in national studies, more than one type of domain is of potential interest. Some domains relate to the explicit and implicit intended goals of the curriculum, the "intended" curriculum, and others related to what is actually implemented in the classroom, the implemented curriculum. The degree to which a cross-national assessment reflects a country's curriculum and instruction has great impact on the interpretation of results. The following papers are included: (1) "Opportunity to Learn and the Pitfalls of International Rankings: A Validity Issue?"; (2) "Domain Definitions for Curriculum-Sensitive Tests: Improving the Content Validity of Cross-National Assessments"; (3) "Evaluating Test-to-Curriculum Match: Indices of Content Validity for Curriculum-Sensitive Assessment"; (4) "Item-Topic Clusters, Disaggregation, and Variety of Statistics: Some Approaches to Solving the Validity Dilemma in Cross-National Assessments"; and (5) "Validity Issues in Cross-national Relational Analyses: A Meta-Analytic Approach to Perceived Gender." References, when included, follow the individual papers. (SLD)

**ED 409 374** TM 026 945

*McNeil, Keith*

**Directional and Non-directional Hypothesis Testing: A Survey of SIG Members, Journals, and Textbooks.**

Pub Date—Mar 97

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Editors, \*Hypothesis Testing, \*Scholarly Journals, \*Statistical Significance, Surveys, \*Test Use, \*Textbook Content, Textbooks

Identifiers—\*Directionality

The use of directional and nondirectional hypothesis testing was examined from the perspectives of textbooks, journal articles, and members of editorial boards. Three widely used statistical texts were reviewed in terms of how directional and nondirectional tests of significance were presented. Texts reviewed were written by: (1) D. E. Hinkle, W. Wiersma, and S. G. Jurs (1994); (2) G. V. Glass and K. D. Hopkins (1996); and (3) R. C. Sprinthal (1990). All three focused on nondirectional tests of significance. While all three texts introduced one-tail (directional) tests of significant, two downplayed its significance. Research methods texts reviewed were by: (1) J. H. McMillan (1992); (2) R. E. Slavin (1992); and (3) R. C. Sprinthal, G. T. Schmutte, and L. Sirois (1991). Directional hypothesis testing was not given as much respect as nondirectional in any of the three texts. A review of 11 issues of "School Science and Mathematics" and 2 issues of the "Journal for Research in Mathematics Education" found nondirectional tests usually used, although the authors made directional conclusions. A survey completed by 10 members of the editorial board of "Multiple Linear Regression," members of the Special Interest Group (SIG), showed strong feelings by 3 board members that directional hypothesis testing should be thoroughly understood and used appropriately. Attachments present three text examples. (Contains three tables and nine references.) (SLD)

**ED 409 375** TM 026 946

*McNeil, Keith Newman, Isadore*

**When the Difference between Two Correlations Can Be Tested by the Interaction between Continuous Variable and a Dichotomous Variable.**

Pub Date—Mar 97

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—\*Correlation, \*Interaction, \*Statistical Significance, Test Use

Identifiers—\*Continuous Variables, \*Dichotomous Variables, F Test

Analyses were conducted to determine whether the two statistical tests of significance are identical. Such demonstrations regarding parallel correlational and analysis of variance procedures have brought further understanding to each of the domains in the past. When a researcher is investigating the relationship between two variables and thinks that the relationship may be different for two subpopulations under consideration, that question can be tested. Some texts present this test as the test of significance for the difference between two correlations. The test uses the Fischer "z" transformation on the two sample correlations. The interaction between a dichotomous variable and a continuous variable is often of interest and can be tested within the general linear model approach. Two examples in which the z and F results are the same, and two in which they are different are presented. For most practical purposes, the two conceptually similar tests of significance actually test slightly different questions. The research hypothesis should be stated clearly to assure use of the right test of significance. (Contains 2 tables, 4 figures, and 16 references.) (SLD)

**ED 409 376** TM 026 956

*Lunz, Mary E. O'Neill, Thomas R.*

**A Longitudinal Study of Judge Leniency and Consistency.**

Pub Date—Mar 97

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Higher Education, \*Interrater Reliability, Item Response Theory, \*Judges, Longitudinal Studies, \*Medical Education, \*Pathology, \*Scoring

Identifiers—\*FACETS Computer Program, Histology, Leniency (Tests), \*Rasch Model

This retrospective longitudinal study was designed to show grading leniency patterns of judges within and across clinical examination administrations. Data from 17 different administrations of the histology examination of the American Society of Clinical Pathologists over 10 years were studied. Over the 10 years there were 4,683 candidates and 57 judges, of whom 41 provided data. Multifacet Rasch model techniques and the FACETS program were used to build a benchmark scale and then anchor subsequent administrations. Results show that judges vary in their levels of leniency, and that a judge is usually consistent in the application of his or her level of leniency across examination administrations. An appendix describes the FACETS model. (Contains 2 tables, 6 figures, and 10 references.) (Author/SLD)

**ED 409 377** TM 026 957

*Lunz, Mary E.*

**Performance Examinations: Technology for Analysis and Standard Setting.**

Pub Date—Mar 97

Note—24p.; Paper presented at the Annual Meeting of the National Council of Measurement in Education (Chicago, IL, March 25-27, 1997).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC01 Plus Postage.**

Descriptors—Ability, \*Computer Assisted Testing, \*Criteria, \*Educational Technology, \*Estimation (Mathematics), \*Performance Based Assessment, Scaling

Identifiers—\*FACETS Computer Program, Fair Average Method, \*Standard Setting

This paper explains the multifacet technology for analyzing performance examinations and the fair average method of setting criterion standards. The multidimensional nature of performance examinations requires that multiple and often different facets elements of a candidate's examination form be accounted for in the analysis. After this is accomplished, all candidate ability estimates are located on the same scale. The fair average standard setting method, while substantially different from more traditional methods, provides a criterion standard in a score metric that is easy for most people to understand. Yet, it accounts for the influence of the particular facets elements in each test form, and can be used to establish a pass point that applies appropriately to all candidates regardless of the raters or tasks or problems on each candidate's examination. Performance examinations are extremely complex because of the number of possible examination forms that may occur during an administration. The technology provided by computer programs, as exemplified by the FACETS program, is essential to sorting out the impact of each facet element on candidate scores and setting a criterion standard that accounts for the impact of all examination facets. (Contains two figures, three tables, and nine references.) (Author/SLD)

**ED 409 378** TM 026 958

*Wolf, Kenneth And Others*

**Portfolios in Teacher Evaluation.**

Pub Date—Mar 97

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Elementary Secondary Education, Evaluation Methods, \*Portfolio Assessment,

Portfolios (Background Materials), \*Scoring, \*Teacher Evaluation, \*Test Construction

An overview of teaching portfolios is presented so that principals and other school administrators can make informed choices about their use. In its most basic form, a teaching portfolio is a collection of information about a teacher's practice. It becomes a structured documentary history when it is supported by reflective writing, deliberation, and serious conversation. The contents of teaching portfolios can be as varied as the people who construct them. To ensure that they can be evaluated fairly, there should be clear content standards, and a focus on a few key areas of teaching, rather than the entire curriculum. Requirements for a teaching portfolio should be spelled out clearly so that teachers know the portfolio's objectives. Some examples of teaching portfolios are presented. Their design and use emphasizes the necessity of the following steps in portfolio implementation: (1) define the expectations for teacher performance; (2) clarify the purposes for the portfolio; (3) identify the products for the portfolio; (4) develop the guidelines for portfolio construction; and (5) establish the procedures for portfolio evaluation. (Contains 14 figures and 12 references.) (SLD)

ED 409 379 TM 026 960

Moskal, Barbara

**Open-Ended Mathematics Tasks: How Did a Middle School Teacher Interpret and Use Information Acquired through the Examination of Student Responses?**

Pub Date—Mar 97

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, Cognitive Processes, Grade 6, Intermediate Grades, \*Mathematics Instruction, Middle Schools, Pilot Projects, \*Prediction, \*Problem Solving, Student Evaluation, \*Student Reaction, \*Teacher Expectations of Students

Identifiers—\*Middle School Students, \*Open Ended Questions

A pilot study was conducted to examine the information with respect to the modes, referents, and relationships that a given teacher acquires through the examination of her students' written responses to open-ended tasks and how the teacher uses this information. The participating teacher taught sixth grade in a public elementary school in a suburban neighborhood. The teacher had been trained in the rating of open-ended tasks according to pre-established criteria as part of a larger project. Tasks requiring computing areas and averaging were administered to students. The teacher was asked to predict how students would perform on each task and to suggest the approaches they would use. The teacher was later interviewed as she examined students' responses to the tasks to complete a Task Knowledge Inventory. The analysis of the teacher's responses suggests that she did have an adequate understanding of the concepts that were assessed in each task. She was aware that the students would use different approaches. The students' responses did offer the teacher information she did not previously possess. She was not able to predict accurately the methods the students would use to solve these problems, and she gained information about the depth of their knowledge and the referents they used in problem solving. The bulk of the teacher's attention during the students' acquisition process was on the individual, but her discussion of potential uses was focused on the larger group for instructional decision making. Results suggest that the teacher actually acquired more information about the students through the examination process than she used, especially with regard to students' communication processes. (Contains 6 tables, 8 figures, and 30 references.) (SLD)

ED 409 380 TM 026 966

Mao, Michael X. And Others

**Student Mobility, Academic Performance, and School Accountability.**

Pub Date—Mar 97

Note—84p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—\*Academic Achievement, \*Accountability, Cohort Analysis, Economically Disadvantaged, Elementary Secondary Education, Longitudinal Studies, Low Income Groups, Public Schools, School Districts, School Holding Power, \*Student Mobility, Transfer Students, \*Transient Children

Identifiers—\*Texas, Texas Assessment of Academic Skills

The magnitude of student mobility was examined in the Texas public schools by reporting how many students are moving, when and where they are moving, and who is moving, and by clarifying the relationships between mobility and academic performance at the individual student, campus, and district levels. While the study's primary focus was on within-year student mobility, the issues also were examined longitudinally by following the Grade-1 students of 1991-92 through the 1995-96 school year. Analyzing data from the Texas Public Education Information Management System and the files of the Texas Assessment of Academic Skills led to the conclusion that there are significant relationships between student mobility, academic performance, and school accountability. Mobile students scored lower on the state-required tests than students who did not move, and this negative relationship became even stronger in schools with high student turnover rates or percentages of economically disadvantaged students. Student turnover rates also were negatively related to both campus and district accountability ratings. Recommendations and future research needs are discussed. Appendixes present the analysis category descriptions and five statistical summary tables. (Contains 9 figures, 14 tables, and 33 references.) (Author/SLD)

ED 409 381 TM 026 967

Stanley, Julian C. Stumpf, Heinrich

**Gender Differences, Especially on Fifty College Board Achievement Tests.**

Pub Date—Apr 97

Note—25p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Washington, DC, April 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Achievement Tests, College Entrance Examinations, Correlation, \*Course Selection (Students), Followup Studies, Higher Education, \*Scores, \*Sex Differences, \*Test Results

Identifiers—\*Advanced Placement Examinations (CEEB), \*College Board Achievement Tests, College Entrance Examination Board

In a follow-up to findings published by H. Stumpf and J. Stanley (1996), the gender-related differences in enrollment in and scores on the College Board Achievement (SAT II) and Advanced Placement (AP) tests were studied. Differences in scores turned out to be rather stable from 1982 (for the Achievement tests) and 1984 (for the AP tests) through 1996, with 12 of the 21 SAT II tests favoring males and 2 favoring females. The differences in scores on the Achievement Test in American History and the AP Computer Science A and AB examinations, however, declined considerably in the period studied here. While there were substantial gains in the numbers of females scoring high on the Physics and Mathematics II Achievement tests, the low enrollment of female students in AP Computer Science A and AB continued to be a matter of concern. As found previously, there was a strong correlation between the percentages of males taking the two sets of tests and the gender-related differences in scores on them. (Contains 3 tables, 3 figures, and 19 references.) (Author/SLD)

ED 409 382

TM 026 968

Whalen, Samuel P.

**Assessing Flow Experiences in Highly Able Adolescent Learners.**

Pub Date—Mar 97

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—\*Academically Gifted, \*Adolescents, \*Competence, Educational Assessment, Elementary School Students, \*Evaluation Methods, Experience, Intermediate Grades, Responses, Secondary Education, Secondary School Students, Student Motivation, Test Construction, Test Use, \*Test Validity

Identifiers—Concentration, \*Experience Sampling Method, \*Flow Theory, Student Engagement

The term "Flow Experiences" refers to periods of deep, intense involvement in activities that challenge but do not overwhelm one's skills. As conceptualized by M. Csikszentmihalyi (1990), Flow represents a distinct state of consciousness that integrates high but effortless concentration, intrinsic motivation, loss of awareness of self and clock time, facile response to challenge, and feelings of competence and freedom. This paper outlines some of the critical issues involved in assessing Flow, along with ways of addressing these issues. It then summarizes a preliminary examination of the validity of an instrument developed to assess activities that provide Flow experiences. One approach to assessing Flow has been the Experience Sampling Method, a naturalistic research method that uses paging devices to capture "snapshots" of momentary experience. Subjects respond about their experiences when they are paged at random. The piloted instrument, the Flow Activities Assessment, uses quoted statements to evoke the Flow experience and identify Flow-related activities. The questionnaire, which considered mathematical and literary activities, was sent to 900 academically talented students attending a summer session sponsored by the Center for Talent Development at Northwestern University (Illinois). Preliminary analysis of responses from 251 students indicate that the instrument discriminates the dominant experiences associated with different activities and helps students assess which activities integrate these experiences toward Flow. As a tool for research the Flow Activities Assessment needs further refinement, but early results support its potential. The instrument is attached. (Contains 1 figure, 3 tables, and 16 references.) (SLD)

ED 409 383 TM 027 832

Campbell, Jay R. Voelkl, Kristin E. Donahue, Patricia L.

**NAEP 1996 Trends in Academic Progress. Achievement of U.S. Students in Science, 1969 to 1996; Mathematics, 1973 to 1996; Reading, 1971 to 1996; Writing, 1984 to 1996.**

Educational Testing Service, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-97-985

Pub Date—Sep 97

Note—350p.

Available from—National Library of Education, Office of Educational Research and Improvement, U.S. Department of Education, 555 New Jersey Avenue, N.W., Washington, DC 20208-5641; phone: 800-424-1616; World Wide Web: <http://www.ed.gov/NCES/naep>.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—\*Academic Achievement, \*Achievement Tests, \*Educational Trends, Elementary Secondary Education, Mathematics Achievement, Measurement Techniques, National Surveys, \*Outcomes of Education, Racial Differences, Reading Achievement, Science



Education, Sex Differences, Student Characteristics, Tables (Data). \*Trend Analysis, Writing (Composition)

Identifiers—\*National Assessment of Educational Progress

Measuring students' progress toward higher achievement has been the purpose of the National Assessment of Educational Progress (NAEP) since its inception in 1969. Students in public and non-public schools have been assessed in various subject areas on a regular basis, and the NAEP has also collected information about background variables that provide a context for interpreting assessment results and documenting the implementation of educational reform. Sections of this report present the results of science, mathematics, reading, and writing trend assessments, charting trends back to the first year in which each assessment was given. Trends in average performance over these time periods are discussed for students at ages 9, 13, and 17 for science, mathematics, and reading assessments, and for students in grades 4, 8, and 11 for the writing assessment. Trends in average performance differences between White and Black students, White and Hispanic students, and male and female students are also discussed. The overall pattern of science performance is one of early decline followed by recent improved performance. Nevertheless, the average 1996 score remains lower than that of 1969. In mathematics, trends indicate overall improvement across the assessment years, while in reading the pattern of average increases from 1971 through 1988 has not been sustained into the 1990s. In writing, the eleventh-grade trend has been downward, while eighth-grade scores have shown little consistency, and fourth-grade scores have changed little across the assessment years. A procedural appendix and data appendices for each of the subject areas are attached. (Contains 40 figures and 42 tables.) (SLD)

## UD

ED 409 384

UD 031 774

Bowman, Sharon L. And Others

**African American or Female: How Do We Identify Ourselves?**

Pub Date—Aug 95

Note—13p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 1995).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Colleges, \*Black Students, \*College Students, \*Females, Feminism, Higher Education, \*Racial Identification, \*Self Concept, Sex Bias, \*Sex Discrimination, Sex Role, Student Attitudes

Identifiers—\*African Americans

African American female college students attending either a predominantly African American or predominantly White coed institution were surveyed about their racial identity levels, sex role attitude levels, and perceptions of racism and sexism in a school-related vignette. There were 95 participants from the predominantly African American midwestern university, and 90 from the predominantly midwestern university. A small sample of men was also surveyed. It was expected that women at the predominantly African American school would be more likely to perceive sex bias, while those at the predominantly white school would perceive race bias. The results indicate that women at the white school did perceive more race bias, but those at the African American school perceived both types of bias. Women at the two types of institutions did not differ in levels of feminist attitudes, but those at the predominantly African American school seemed to pay more attention to sexual discrimination. Comparison with the small sample of men shows that women have higher feminism scores and lower immersion (a measure of a pro-African American, anti-white attitude) scores than their male counterparts. Implications and limita-

tions are discussed. (Contains two tables.) (Author/SLD)

ED 409 385

UD 031 775

**Girls Programming in New York City. A Summary Report.**

Academy for Educational Development, Inc., New York, N.Y.

Pub Date—97

Note—11p.; Funded by the New York Women's Foundation.

Available from—Academy for Educational Development, 100 5th Avenue, New York, NY 10011 (\$5).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Welfare, Demography, \*Females, Health, Private Sector, Program Descriptions, Program Development, Program Effectiveness, Public Agencies, Socioeconomic Status, Surveys, \*Urban Youth, \*Youth Programs

Identifiers—\*New York (New York)

This summary report describes the findings of a study undertaken in 1995 by the Academy for Educational Development, a nonprofit educational evaluation and research organization for the New York Women's Foundation. The major purposes of the study were to document the status of girls aged 9 to 15 in New York City, identify exemplary programs for the age group, and make recommendations to the Foundation regarding programming for girls. Data analysis of basic indicators of demographic and socioeconomic status, health and welfare, education, and juvenile justice provided a general description of the health and welfare of girls in the city. A survey was mailed to 560 youth-serving agencies in New York City, and 75 were returned, for a return rate of 13%. In these programs, girls were underrepresented compared to boys. While 67 agencies reported serving girls, only 10 had girls-only programs. Five of these seemed to meet the Foundation's criteria in that they provided separate space and time for girls and had a positive youth development philosophy. Three of these programs are profiled as excellent examples of programming for girls. They include a writing group for junior high and high school girls, an acrobatic and unicycle club for girls aged 11 to 14, and a science and mathematics program for seventh graders. These programs are grounded in a coherent vision of how to support girls' development. They have staff who are knowledgeable about girls' issues, and they foster skills that are transferable to other areas of girls' lives. Agency staff identified many problems in creating effective girls' programs, including girls' self-perceptions, the attitudes of parents and community members, and insufficient resources. (SLD)

ED 409 386

UD 031 776

Bumgarner, Brian, Ed.

**Disproportionate Minority Confinement (DMC). A Special Report.**

Coalition for Juvenile Justice, Washington, DC.

Pub Date—[96]

Note—6p.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—\*Blacks, \*Correctional Institutions, \*Cultural Awareness, Delinquency, Identification, Males, \*Minority Groups, Moral Values, Pilot Projects, Prevention, \*Prisoners, Problem Solving, Social Problems, State Programs, \*Urban Problems

Identifiers—African Americans

As far back as the 1960s, research and statistics began to demonstrate what appeared to be an inequality in the criminal justice system in that minorities, particularly black males, were being arrested and confined in numbers far greater than their proportion to the general population. The Coalition for Juvenile Justice, in conjunction with Community Research Associates, and the Federal Office of Juvenile Justice and Delinquency Prevention hosted a conference on this issue in February 1996. The articles in this collection were written for that conference. The first, "The Rerudj Concept and the Imperative of an African-American Success

Model" by Kevin Thomas describes an approach that uses spiritual, value-based, and culturally appropriate problem solving methods to promote the ancient concept of "rerudj," a restoration of that which is damaged. "Identification and Assessment" by Donna Hamperian discusses the identification and assessment of causes of minority overrepresentation in the justice system. "Recognizing System Effects of the DMC Initiative" by William Feyerherm considers a pilot project to develop innovative approaches to DMC in five states. "Positive Activities from the DMC Initiative" by Reggie Morton considers the DMC mandate of the Juvenile Justice and Delinquency Prevention Act and the actions states and local jurisdictions are taking to approach DMC from a problem-solving perspective. Prevention, education, and willingness to change must be the focus of these efforts. (SLD)

ED 409 387

UD 031 777

Fenzel, L. Mickey And Others

**Alternative Model for Urban Middle Level**

**Schooling: An Evaluation Study.**

Pub Date—Mar 97

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Catholic Schools, \*Disadvantaged Youth, \*Educational Environment, Grade 6, \*Institutional Characteristics, Intermediate Grades, Males, \*Middle Schools, Models, Program Evaluation, Public Schools, \*School Effectiveness, Teacher Role, \*Urban Education, Urban Schools

Identifiers—Jesuits, Middle School Students

This study evaluates an alternate model for middle school education, which was introduced into depressed urban settings in the 1970s by the Jesuit religious order, in two parochial middle schools, one coed and one all-male established in 1993 in an Eastern city. Comparisons of school structural characteristics, attendance figures, report card grades, school social and learning environments, and students' perceptions of self-worth, school stress, and motivation were made between the model schools and a more traditional parochial school and two public middle schools in the same city. Students selected from the public schools for the evaluation were matched with students in the model Jesuit school on fifth-grade standardized test scores. Participants were 20 male sixth graders from each of the public schools, 20 males (19 African Americans) from the Jesuit school for boys, 10 male students from the Jesuit coeducational school, and 15 male students from the traditional parochial school. Results show that the coed model middle school provided an environment that distinguished it from the other schools in terms of student involvement in learning, teacher-student affiliation, teacher supportiveness, order and organization, and innovation in teaching. This school was characterized by many of the factors shown in previous research to predict school success among disadvantaged minority youth in the inner city, including strong instructional leadership, caring teachers who spent extra time with students, orderliness, and a strong emphasis on basic skills. The Jesuit all-male school demonstrated the lowest absentee rate and highest grade point average of all the schools. In addition, the students in the model schools showed a greater increase in self-esteem during the school year than did students in the comparison parochial school. Results are discussed in light of previous research on education for minority disadvantaged youth in the inner city. (Contains 22 references.) (Author/SLD)

ED 409 388

UD 031 778

Martinez, Michele

**Urbanization in the Northwest. Issues and Implications for Policy.**

Northwest Regional Educational Lab., Portland,

Oreg.  
Pub Date—Dec 96  
Note—14p.  
Pub Type—Reports - Evaluative (142)  
**EDRS Price - MF01/PC01 Plus Postage.**  
Descriptors—\*Cultural Differences, Demography, Educational Change, Educational Finance, \*Educational Policy, Elementary Secondary Education, \*Financial Support, Multicultural Education, Policy Formation, Resource Allocation, School Safety, \*Social Change, Urban Problems, \*Urbanization  
Identifiers—\*United States (Northwest)

In the Northwest, as across the rest of the United States, the basic characteristics of the U.S. household are changing. In demographic and economic terms, the Northwest is at the forefront of changes predicted for the entire country in the coming century. Urbanization is occurring in a region that was once defined by the relationship of human society with nature. To set policy for the region's increasingly urbanized educational institutions, it is necessary to focus on the changes now occurring in the region's high growth communities. Economic forecasts and demographic predictions signal a need to reassess existing school funding policies. Given a shrinking tax base, the onus for reinventing educational programs often fall on educational institutions. Coupled with community reluctance to recognize and respond to the new diversity of the Northwestern population, the schools may face problems related to public dissociation from the schools. Creating a school culture in which all may participate may be Northwest educators' most demanding task. The social complexities of increased population density, such as violence, are beginning to have an impact in the Northwest. Policymakers will need to find a way to capitalize on diversity, promote safe and civil learning environments, and provide for 21st century learners through multicultural approaches and educational technology. (Contains 26 references.) (SLD)

**ED 409 389** UD 031 779

Maynard, Rebecca A., Ed.  
**Kids Having Kids. A Special Report on the Costs of Adolescent Childbearing.**

Catalyst Inst., New York, NY.  
Spons Agency—Robin Hood Foundation, New York, NY.  
Pub Date—[96]  
Note—30p.  
Pub Type—Reports - Evaluative (142)  
**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—\*Adolescents, Child Welfare, \*Costs, Disadvantaged Youth, Dropouts, \*Early Parenthood, Economic Factors, Family Structure, Fathers, Mothers, Poverty, \*Pregnancy, Social Problems, \*Welfare Recipients  
Identifiers—Welfare Reform

This report represents a synthesis of research conducted on the consequences of adolescent childbearing for adolescent mothers, their children, the fathers of their children, and the United States. Each year, nearly one million teenagers in the United States become pregnant. About one-third of these 15- to 19-year-old females abort their pregnancies, 14% miscarry, and 52% have their children, 72% of them out of wedlock. The public focus on adolescent childbearing has been fueled by high and rising child poverty rates, an increase in the number of welfare recipients, and an increase in welfare recipients with a long average duration of dependency. The children of adolescent mothers face health and cognitive disadvantages and are more likely to be abused. They are less likely than their peers to grow up in families with fathers, and they are more likely to enter foster care, have trouble in school, drop out of school, or become adolescent parents themselves. Adolescent mothers themselves face poor life prospects. Seven of 10 drop out of high school, and their earnings average less than half of the poverty level. While boys are one-third as likely as girls to become adolescent parents, they also are less likely to finish high school and they are less well-prepared to contribute to their children's support. After looking at five important dimensions of the problem, researchers have concluded that adolescent childbearing costs

the country's taxpayers \$6.9 billion each year through higher public assistance and medical care costs and the costs of foster care and the justice system that can be linked to adolescent childbearing. A loss in national productivity is a cost to the nation that is difficult to quantify. This report focuses on young women who have their first child at the age of 17 or younger, but there are many adverse consequences, even though more modest, for older teens who have children. (Contains 12 graphs.) (SLD)

**ED 409 390** UD 031 780

Thompson, Stephen P.  
**Teenage Pregnancy. Opposing Viewpoints Series.**

Report No.—ISBN-1-56510-561-3  
Pub Date—97  
Note—190p.

Available from—Greenhaven Press, Inc., P.O. Box 289009, San Diego, CA 92198-9009 (paperback: ISBN-1-56510-561-3; clothbound: ISBN-1-56510-562-1).

Pub Type—Books (010) — Collected Works - General (020)

**Document Not Available from EDRS.**

Descriptors—\*Adolescents, Disadvantaged Youth, \*Early Parenthood, Economic Factors, Low Income Groups, Poverty, \*Pregnancy, Prevention, \*Social Problems, Urban Problems, \*Urban Youth, \*Welfare Recipients  
Identifiers—Welfare Reform

Books in the Opposing Viewpoints series challenge readers to question their own opinions and assumptions. By reading carefully balanced views, readers confront new ideas on the topic of interest. Although some experts believe that the problem of teenage pregnancy has been overstated, other recent studies have led many people to believe that something must be done to address a disturbing trend. Many commentators, especially conservatives, believe that welfare encourages teenage pregnancy, while others disagree that welfare is a cause. Many of these critics point out that teenage pregnancy is a response to poverty and an environment lacking in educational and economic opportunities. The approach adopted by Congress effectively endorses the conservative response to teenage pregnancy. Many argue that removing the safety net of welfare will only result in more poverty and suffering. Divergent viewpoints on adolescent pregnancy and related issues of welfare reform are presented in 27 essays grouped into the following sections: (1) "Is Teenage Pregnancy a Serious Problem?"; (2) "What Factors Contribute to Teenage Pregnancy?"; (3) "How Can Teenage Pregnancy Be Prevented?"; and (4) "What New Initiatives Would Reduce Teen Pregnancy?" Each section contains a bibliography of periodical references. A list of 18 organizations to contact for further information is provided. (Contains 34 references.) (SLD)

**ED 409 391** UD 031 781

Williams, Mary E., Ed.  
**Discrimination. Opposing Viewpoints Series.**

Report No.—ISBN-1-56510-656-3  
Pub Date—97  
Note—223p.

Available from—Greenhaven Press, Inc., P.O. Box 289009, San Diego, CA 92198-9009 (paperback: ISBN-1-56510-656-3; clothbound: ISBN-1-56510-657-1).

Pub Type—Books (010) — Collected Works - General (020) — Opinion Papers (120)

**Document Not Available from EDRS.**

Descriptors—\*Affirmative Action, Civil Rights, \*Minority Groups, \*Public Policy, \*Racial Differences, Religious Cultural Groups, Sex Differences, \*Social Discrimination, Social Problems, State Programs  
Identifiers—California

Books in the Opposing Viewpoints series challenge readers to question their own opinions and assumptions. By reading carefully balanced views, readers confront new ideas on the topic of interest. The Civil Rights Act of 1964, which prohibited job discrimination based on age, race, religion, gender, or national origin, provided the groundwork for affirmative action policies. Many critics of affirmative action argue, however, that such measures are

no longer necessary because blatant racial discrimination and intolerance have been brought under control. The California Civil Rights Initiative is an example of the type of legislation designed to end affirmative action that is being debated hotly today. The 26 essays in this collection present opposing viewpoints about discrimination in the United States and the best ways to deal with it. They are grouped into the following sections: (1) "Is Discrimination a Serious Problem?"; (2) "What Causes Discrimination?"; (3) "Are Claims of Reverse Discrimination Valid?"; and (4) "How Can Society Put an End to Discrimination?" Each section contains a periodical bibliography, and a list of 19 organizations to contact for further information is attached. (Contains 70 references.) (SLD)

**ED 409 392** UD 031 782

Ekeler, William J., Ed.  
**The Black Student's Guide to High School Success.**

Report No.—ISBN-0-313-29848-3  
Pub Date—97  
Note—150p.; Foreword by L. Douglas Wilder.

Available from—Greenwood Press, Greenwood Publishing Group, 88 Post Road West, P.O. Box 5007, Westport, CT 06881-5007 (\$29.95).

Pub Type—Books (010) — Collected Works - General (020) — Guides - Non-Classroom (055)

**Document Not Available from EDRS.**

Descriptors—\*Academic Achievement, Black Community, \*Black Students, \*Career Choice, Decision Making, Drug Abuse, \*Educational Attainment, Educational Planning, Extracurricular Activities, \*High School Students, High Schools, Part Time Employment, Self Esteem, \*Study Habits

The selections in this book offer advice on how to get the most out of a high school education by making intelligent and informed decisions in and out of the classroom. The guide features 15 essays geared to the student, each written by a professional or educator. Each is followed by a short essay by a black high school student about his or her experience in overcoming obstacles to success in high school. The following essays are included: (1) "Selecting a High School" (Roland M. Allen); (2) "Planning for the Future: Choosing the Right Field of Study, Faculty, and Counselor" (Ruby C. Delery); (3) "The Politics of High School" (William J. Ekeler); (4) "Opportunities for Success in the Classroom" (Shannon D. Mathews); (5) "Study Habits and Hints" (Margaret Florence); (6) "Athletics" (Willie Hill); (7) "Extracurricular Activities" (Holly A. Robertson); (8) "Leadership In and Out of the Classroom" (Ruby D. Higgins); (9) "Making the Smart Choice: Say No to Drugs, Alcohol, Crime, and Pregnancy" (Wilton A. Barham); (10) "Choosing Your Friends" (Stephen Pemberton); (11) "Black Pride and Self-Esteem" (Vernon L. Farmer); (12) "The Black Community: Community and Religious Involvement" (James Coaxum); (13) "Integration with Others" (LaWanna Gunn-Williams); (14) "Part-time Work: An Education and Opportunity" (Al B. Barron); and (15) "The Career Hunt: Putting It All Together" (Deren Finks). (SLD)

**ED 409 393** UD 031 783

Howe, Kenneth R.  
**Understanding Equal Educational Opportunity. "Social Justice, Democracy, and Schooling." Advances in Contemporary Educational Thought, Volume 20.**

Report No.—ISBN-0-8077-3599-X  
Pub Date—97  
Note—163p.

Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 (paperback: ISBN-0-8077-3599-X, \$21.95; clothbound: ISBN-0-8077-3600-7, \$50).

Pub Type—Books (010) — Reports - Evaluative (142)

**Document Not Available from EDRS.**

Descriptors—Access to Education, Democracy, Educational Testing, \*Elementary Secondary Education, \*Equal Education, Ethnicity, Liberalism, \*Minority Groups, \*Participation, Public Schools, \*Racial Discrimination, School

Choice, School Segregation, \*Sex Discrimination, Standards

Identifiers—\*Social Justice

This book is designed to develop a general conceptualization of equality of educational opportunity and to use it to characterize the problems confronting public education in the United States. It is argued that educational opportunities and educational results cannot be disentangled. After an overview in chapter 1, chapter 2, "A Radical Liberal Framework," discusses formal, compensatory, and participatory equality of education. How the participatory interpretation united equality of educational opportunity with democracy and justice is a central theme of the book. Chapter 3, "Gender," documents the inequality of educational results between males and females. In chapter 4, "Multiculturalism," the problem of multicultural education is framed in terms of how to respond to the fact that doing well in school is harder for some groups than others. Chapter 5, "Segregation," discusses segregation between and within schools. In chapter 6, "Testing," various proposals to implement more rigorous standards are evaluated in light of what they mean for equal education. Chapter 7, "School Choice," considers school choice and rationales supporting it. The conclusion summarizes the case for the liberal approach to equal educational opportunity. (Contains 219 references.) (SLD)

ED 409 394

UD 031 784

Leong, Frederick T. L., Ed.

**Career Development and Vocational Behavior of Racial and Ethnic Minorities.**

Report No.—ISBN-0-8058-2692-0

Pub Date—95

Note—303p.

Available from—Lawrence Erlbaum Associates, Inc., Publishers, 10 Industrial Avenue, Mahwah, NJ 07430 (paperback: ISBN-0-8058-2692-0, \$36; clothbound: ISBN-0-8058-1303-9, \$59.95).

Pub Type—Books (010) — Reports - Evaluative (142)

**Document Not Available from EDRS.**

Descriptors—American Indians, Asian Americans, Behavior Patterns, Blacks, Career Choice, \*Career Development, \*Counseling, \*Ethnic Groups, Hispanic Americans, \*Minority Groups, \*Multicultural Education, Racial Differences, Vocational Education, \*Vocational Interests

Identifiers—African Americans

This book is designed as a resource for graduate students learning about counseling or counselors and psychologists who provide career counseling to racial and ethnic minorities or who do research with minority groups. The book is divided into sections on "Theory and Research," "Assessment and Intervention," and "Future Directions." The following chapters are included: (1) "The Career Development of African Americans: Theoretical and Empirical Issues" (Michael T. Brown); (2) "Theory and Research on Racial and Ethnic Minorities: Hispanic Americans" (Consuelo Arbona); (3) "Career Development of Asian Americans: A Research Area in Need of a Good Theory" (Frederick T. L. Leong and Felicissima C. Serafica); (4) "Applications of Psychological Theories for Career Development with Native Americans" (Marilyn J. Johnson, Jody L. Swartz, and William E. Martin, Jr.); (5) "Career Intervention Strategies and Assessment Issues for African Americans" (Sharon L. Bowman); (6) "Career Behavior of Hispanics: Assessment and Career Intervention" (Nadya A. Fouad); (7) "Career Assessment and Intervention with Asian Americans" (Frederick T. L. Leong and Ruth H. Gim-Chung); (8) "Career Development Assessment and Intervention Strategies with American Indians" (William E. Martin, Jr.); (9) "Towards a Multicultural Theory of Career Development: Prospects and Dilemmas" (Samuel H. Osipow and Eugenia M. Littlejohn); and (10) "Career Assessment and Intervention with Racial and Ethnic Minorities" (Nancy E. Betz and Louise F. Fitzgerald). Each chapter contains references. (Contains one figure and two tables.) (SLD)

ED 409 395

UD 031 785

Hones, Donald F.

**Resourcefulness, Relationship, Respect: Learning from the Life of a Hmong American.**

Spons Agency—Spencer Foundation, Chicago, Ill.

Pub Date—28 Mar 97

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Acculturation, Adjustment (to Environment), \*Asian Americans, Cultural Awareness, \*Cultural Differences, Foreign Countries, \*Hmong People, \*Immigrants, \*Interpersonal Relationship, Laotians, Life Events, Refugees

Identifiers—Resource Utilization, \*Respect

The experiences of a Hmong man from Laos who has spent 15 years in the United States illustrate the possibilities of being both Hmong and American and demonstrate the acculturation process even as they show what it means to become American. The three values of resourcefulness, relationship, and respect are an integral part of the identity of Shou Cher as Hmong and as an American. Shou Cher left Laos for refugee camps in Thailand with his family in 1979 and subsequently settled in the United States, where he is employed as a community liaison and bilingual staff member at an elementary school. In addition, he is a minister in an evangelical Christian church and a community activist with a special interest in intergenerational conflict among the Hmong. Father of seven school-age children, Shou Cher is an active member of his Hmong clan council. Interviews with Shou Cher himself and with other informants paint a picture of daily life, in which he has displayed great resourcefulness in dealing with difficulties, and in which relationships are central. By showing respect for Hmong traditions and his new religion and culture, Shou Cher provides an example for a new generation of Americans who must look beyond their own traditions to an increasingly diverse society. (Contains 52 references.) (SLD)

ED 409 396

UD 031 786

Rodney, Laxley W., Ed. Rodney, H. Elaine, Ed.

**Collaborating for Family and Community Violence Prevention. National Conference Proceedings (1st, Atlanta, Georgia, October 1-3, 1995).**

Spons Agency—Office of Minority Health (PHS/DHHS), Washington, DC.

Pub Date—Oct 95

Contract—D67MP94001-01-0

Note—81p.

Available from—The Information Clearinghouse of the Consortium for Research and Practicum on Minority Male/Minority Male Consortium, 1996 Central State University, Wilberforce, OH 45384.

Pub Type—Collected Works - Proceedings (021)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—Black Colleges, Black Students, Blacks, \*Community Programs, \*Family Programs, Higher Education, \*Males, \*Minority Groups, \*Prevention, Program Implementation, \*Violence

Identifiers—African Americans

This publication contains keynote speeches and remarks from the papers delivered at a Conference on Family and Community Violence Prevention. The Consortium for Research and Practicum on Minority Males has conducted a 3-year federally funded project to study models to prevent minority male violence that have been implemented at historically black colleges and universities (HBCU). The conference allowed the Consortium to showcase the results of its project. Following introductory and welcome remarks and a statement of the conference purpose, the following speeches and remarks are included: (1) "Status of Violence in American: A Focus on the Non-White Male" (Carl C. Bell); (2) "The African-American Male in 1995" (Lee P.

Brown); (3) "Violence: Not Our Fault, but Our Problem" (Reuben C. Warren); (4) "Collaborating To Prevent Minority Male Violence" (Louis Stokes); (5) "The Need for an Antiviolence Movement in the United States" (Walter Broadnax); (6) "Hagar, Abram and Sarai: A Biblical Story of Household Violence" (Vashti M. McKenzie); (7) "Be Sure You Become Part of the Solution, Not Simply Part of the Problem" (Clay E. Simpson); (8) "Five Year Project Report: A Series of HBCU Models To Prevent Minority Male Violence" (Laxley W. Rodney); (9) "Violence and Retribution" (Michael B. Murphy); (10) "The Role of Fathers in Violence Prevention" (Charles Ballard). (SLD)

ED 409 397

UD 031 787

**Injuries in the School Environment. A Resource Guide. Second Edition.**

Education Development Center, Newton, MA. Children's Safety Network.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.

Pub Date—Apr 97

Contract—MCJ-253A1-05

Note—46p.; Photographs may not reproduce clearly.

Available from—Children's Safety Network, Education Development Center, Inc., 55 Chapel Street, Newton, MA 02158-1060 (free).

Pub Type—Reference Materials - Directories/Catalogs (132)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Accidents, \*Child Health, \*Educational Environment, Elementary Secondary Education, First Aid, \*Injuries, Prevention, \*School Safety, Sports Medicine, Violence

Almost 22 million children are injured in the United States each year, and an estimated 10 to 25% of these injuries occur in and around schools. However, the problem of injuries in the school environment is often unrecognized and preventive measures are often ignored. The Children's Safety Network has designed this packet to inform school personnel, other professionals, and parents about the extent of the problem of injury and to stimulate discussion of possible solutions. The following sections are included: (1) "Understanding the Problem"; (2) "Examining the Circumstances"; (3) "What Is Being Done: Selected Examples"; (4) "Sample Data Collection Forms"; and (5) "Further Reading" (a 66-item bibliography). The ratio of injury for males versus females was 3:1, and 46% of these injuries occurred among 10- to 14-year-olds. The school environment contains a variety of hazards, as vignettes illustrate. Some selected examples of injury prevention programs show how 11 communities, including several urban areas, are addressing aspects of the problem. (Contains 66 references.) (SLD)

ED 409 398

UD 031 788

Ang, Tina, Ed.

**Secondary School Science Minority Achievement Registry. Volume I. S3MAR Program Directory 1996-97. Project 3000 by 2000.**

Association of American Medical Colleges, Washington, D. C.

Spons Agency—National Center for Research Resources (NIH), Washington, DC.

Pub Date—96

Contract—5R25-RR09838-06

Note—113p.; For a related document, see UD 031 789.

Available from—Association of American Medical Colleges, Membership and Publication Orders, 2450 N Street N.W., Washington, DC 20037-1127.

Pub Type—Reference Materials - Directories/Catalogs (132)

**EDRS Price — MF01/PC05 Plus Postage.**

Descriptors—\*Academic Achievement, American Indians, Blacks, Enrichment, \*High School Students, High Schools, Higher Education, Laboratories, Magnet Schools, \*Medical Education, Mexican Americans, \*Minority Groups,



Program Descriptions, Puerto Ricans, \*Student Recruitment  
Identifiers—National Institutes of Health

The Association of American Medical Colleges launched Project 3000 by 2000 in November 1991 to address the under-representation of Blacks, American Indians, Mexican Americans, and Mainland Puerto Ricans in medical schools. Its aim is to increase the number of under-represented minorities entering medical schools to 3,000 by the year 2000. As part of this initiative, the "Secondary School Science Minority Achievement Registry" (S3MAR) presents in this volume a resource guide containing information about programs serving minority high school students who are interested in the health professions. Each of the programs listed in this guide provides students with substantive classroom or laboratory-based learning opportunities. All programs are at least 4 weeks, full-time, with substantial minority participation. The directory of 92 programs is designed for use by students, parents, teachers, and other educators. States are listed alphabetically, with programs in each state sorted into enrichment, laboratory, magnet, and National Institutes of Health programs. Volume II is a registry containing names, addresses, and career interests of participants in these programs. Volume II is distributed only to educators for student recruitment purposes. (SLD)

ED 409 399 UD 031 789

**Project 3000 by 2000. Progress to Date. Year Four Progress Report.**

Association of American Medical Colleges, Washington, D. C.

Spons Agency—National Institutes of Health (DHHS), Bethesda, Md.; Robert Wood Johnson Foundation, Princeton, NJ

Pub Date—96

Note—52p.; For a related document, see UD 031 788.

Available from—Association of American Medical Colleges, 2450 N Street N.W., Washington, DC 20037

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Academic Achievement, American Indians, Blacks, College Students, \*Enrollment, High School Students, High Schools, Higher Education, \*Medical Education, Mexican Americans, \*Minority Groups, Program Descriptions, Puerto Ricans, \*Student Recruitment

Identifiers—National Institutes of Health

The Association of American Medical Colleges launched Project 3000 by 2000 in November 1991 to address the under-representation of Blacks, American Indians, Mexican Americans, and Mainland Puerto Ricans in medical schools. Its aim is to increase the number of under-represented minorities to entering medical schools to 3,000 by the year 2000. Since the project began, it has become clear that the primary cause of minority under-representation in medicine is the scarcity of minority applicants who are both interested in and academically prepared for the rigors of health professional and graduate schools. This is based in educational disadvantages that disproportionately affect minority communities. Project 3000 by 2000 builds on and extends efforts that have been in place for some time through multi-institutional community-based educational partnerships, notably the National Network for Health Science Partnerships (NESPA) and its Health Professions Partnership Initiative. Since Project 3000 by 2000 began in 1991, the number of under-represented minority medical school matriculants has increased by 27%. This increase is largely explained by changes in medical school acceptance rates and rates of growth in the numbers of minority applicants. Most of the initiatives associated with Project 3000 by 2000 are too recent to have had immediate impact on numbers of medical school applicants, but the Project has almost certainly contributed through the heightened awareness it promotes through these initiatives: (1) Health Professions Partnership Initiative; (2) the NESPA newsletter; (3) a newsletter for high school students; (4) a registry of programs for minority high school students; (5) a directory of school coord-

inators; and (6) NESPA On-Line Internet resources. An appendix describes the status of each of the major minority groups. (Contains 8 figures, 46 maps and 18 figures in the appendix, and 11 references.) (SLD)

ED 409 400 UD 031 790

Batten Susan T. Leiderman, Sally A.

**Planning an Anti-Racism Initiative. Project Change.**

Center for Assessment and Policy Development, Bala Cynwyd, PA.

Spons Agency—Levi Strauss Foundation, Inc., San Francisco, Calif.

Pub Date—95

Note—37p.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Community Involvement, \*Community Programs, Cooperation, Multicultural Education, Program Development, Program Implementation, \*Racial Bias, \*Social Change, Technical Assistance, Training, \*Urban Areas, Urban Problems

Identifiers—\*Institutional Racism

Project Change was launched by the Levi Strauss Foundation in 1991 as an initiative to address racial prejudice and institutional racism in communities in which Levi Strauss & Co. had facilities. Working with multiracial coalitions in Albuquerque (New Mexico), El Paso (Texas), Valdosta (Georgia), and Knoxville (Tennessee), the Foundation and the Center for Assessment and Policy Development have learned a number of lessons about starting a corporate sponsored, community-driven, anti-racism initiative. Communities need to understand how difficult it is for multiracial groups to be inclusive and to reach consensus in a timely and efficient way. Task forces need a variety of people and a great deal of community support. A common approach will eventually emerge, and those who stay involved will be able to adapt their own strategies. However, specialized training and assistance are necessary to bring community representatives to that point. Corporate sponsors need to understand that local task forces need time to develop strategies and engage participants. An effective task force facilitates change. There is a role for outside assistance, but it is important to establish local ownership of the initiative promptly. The corporate sponsor can be a catalyst, but the community must be in charge ultimately. Experiences at the four project sites show the challenges antiracism programs face, but they also reveal the potential of these initiatives for community improvement. (SLD)

ED 409 401 UD 031 791

Einbinder, Susan And Others

**Jobs, Welfare and Homelessness.**

Southern California Inter-University Consortium on Homelessness and Poverty.

Pub Date—Jul 95

Note—41p.

Available from—Weingart Center Association, 566 S. San Pedro Street, Los Angeles, CA 90013.

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Demography, Disadvantaged Youth, \*Economic Factors, \*Education Work Relationship, \*Employment Patterns, \*Homeless People, Job Training, Labor Force, Low Income Groups, \*Poverty, Urban Areas, Urban Problems, \*Welfare Recipients

Identifiers—\*California, Reform Efforts, Welfare Reform

This report provides objective information about the relationship of poverty, welfare, and homelessness to California's regional economy and about the design of programs that help people in poverty build working lives. California does not have enough jobs for its workforce, and welfare caseloads are consequently determined by the economy. The severity of California's current recession is tied to the decline in the manufacturing and construction sectors. The sharp decline in aerospace and high-technology jobs has affected many occupational specialties that require many years of education and experience. In

addition, in California, and in Los Angeles in particular, there are few occupations where there is not already an available pool of highly trained and experienced workers who are seeking work. The sections covered in this report are as follows: (1) The Recession That Refuses To Leave; (2) Welfare Caseloads Determined by Economy, Not Work Ethic; (3) Challenging Myths about Welfare Recipients; (4) The Need for Safety Net Programs; The Experience of Michigan; (5) Proposed Welfare Changes Portend Harm for the Majority of Recipients—Children; and (6) Homeless Job Seekers Have Skills but Need Stability To Be Job Ready. (Contains 26 references and 8 figures.) (SLD)

ED 409 402 UD 031 792

**Affirmative Action: A Course for the Future.**

**Affirmative Action Task Force for the Study "New Directions: African Americans in a Diversifying Nation."**

Joint Center for Political and Economic Studies, Washington, DC.; National Planning Association, Washington, D.C.

Pub Date—Aug 96

Note—55p.

Available from—National Policy Association, 1424 16th Street, N.W., Suite 700, Washington, DC 20036 (\$5).

Pub Type—Reports - Evaluative (142)

**EDRS Price - MF01/PC03 Plus Postage.**

Descriptors—\*Affirmative Action, College Admission, Desegregation Methods, \*Educational Opportunities, Equal Education, \*Equal Opportunities (Jobs), Futures (of Society), Higher Education, Minority Groups, \*Racial Discrimination, \*Reverse Discrimination, Sex Discrimination, Social Problems

A primary social dilemma today is that current strategies have led to the perception that affirmative action favors some population groups at the expense of others, that in a sense it uses one form of discrimination to combat another. It is essential to reconsider affirmative action strategies to implement those that are most appropriate for today and most likely to lessen racial tensions while ensuring equality. Research provides no findings to support the claim that affirmative action has contributed to growing income gaps in the black community. Public support for equal opportunity has remained constant, but opposition has increased for policies that some perceive as preferential treatment. However, polls indicate that public support is increasing for measures such as education and training programs to help women and minorities compete more successfully. Among this Task Force's recommendations are some aimed at strengthening legal enforcement against discrimination. In the area of education and training, an important recommendation is that support be increased for all socially and economically disadvantaged individuals. Another suggestion is that colleges and universities should be encouraged to pursue their own voluntary efforts for student diversity, with race and gender considered among other criteria. Additional suggestions are made for government contracting and policy decisions. (Contains 60 references.) (SLD)

ED 409 403 UD 031 793

**The Feasibility of Publicly Funded Residential Education in Pennsylvania. Staff Analysis Pursuant to House Resolution 43 of 1995.**

Pennsylvania Joint State Government Commission, Harrisburg.

Pub Date—Oct 95

Note—88p.

Pub Type—Legal/Legislative/Regulatory Materials (090) - Reports - Evaluative (142)

**EDRS Price - MF01/PC04 Plus Postage.**

Descriptors—\*Disadvantaged Youth, Economic Factors, Financial Support, Minority Groups, Program Development, \*Public Schools, \*Residential Institutions, Secondary Education, \*State Legislation, Urban Problems, \*Urban Youth

Identifiers—\*Pennsylvania

Pennsylvania's House Resolution 43 of 1995 directs the Joint State Government Commission to report to the General Assembly on the feasibility of creating a voluntary residential school program for

disadvantaged children. The Commission assembled a Working Group to consider this issue, and the group focused on poor children living in high crime areas who face threats to their emotional and physical safety at home, in school, and in the community. Residential schools designed for the targeted group children would provide safe and stable environments where they could learn and achieve to their best ability. The working group also considered alternatives that would use existing private boarding schools and establish safe dormitories for public schools. These alternatives were rejected in order to provide the best possible environment, maximize the number of participants, and facilitate administrative control. Funding for the new residential program would be provided by the Commonwealth (state) through an appropriation and the high school tuition charge for each student. Additional funding is anticipated from business contributing under a tax credit program, from charitable foundations, and through challenge grants issued by the Commonwealth. The proposed program would be a residential education program for students in grades 7 through 12 whose families are eligible for Aid to Families with Dependent Children or food stamps or who meet Federal poverty guidelines. A board would be established to regulate the program and place students. Appendixes present the Resolution and the proposed legislation. (Contains four tables.) (SLD)

**ED 409 404** UD 031 794

Sturiale, Jennifer

**Poverty and Income Trends: 1995.**

Center on Budget and Policy Priorities, Washington, DC.

Report No.—ISBN-1-57291-022-4

Pub Date—Mar 97

Note—91p.

Available from—Center on Budget and Policy Priorities, 820 First Street, NE, Suite 510, Washington, DC 20002 (\$10).

Pub Type—Books (010) — Numerical/Quantitative Data (110)

**EDRS Price — MF01/PC04 Plus Postage.**

Descriptors—\*Economic Factors, \*Educational Attainment, Ethnic Groups, Family Structure, \*Income, Inner City, \*Poverty, \*Racial Differences, Social Change, Tables (Data), \*Trend Analysis, Urban Areas

The tables in this compilation provide information about poverty and income trends in 1995. In some cases, trend data are available back to the 1950s. The first section of tables, "Poverty Trends," focuses on poverty thresholds and poverty among children. Some tables present information on poverty by ethnic group, and others present information about urban and nonurban poverty. In 1959, 18.3% of the population of the central cities was estimated as "in poverty," and in 1995, this figure was 20.6%. However, in "nonmetro" areas, 33.2% of the population was considered poor in 1959, and that figure dropped to 15.6% in 1995. A second set of tables provides information about the depth of poverty, with details about the aggregate poverty gap by racial and Hispanic origins of the householder. A section on "Income Trends and Distribution" presents information about income by race and Hispanic origin and for family structure. In the section on "The Working Poor," the various income tables include one on the relationship between poverty and level of education for householders aged at least 25 years. In 1995, only 4.8% of those with at least 1 year of college were "poor," but 24.1% of those who did not complete high school were counted among the poor. A final section presents statistics on the health insurance coverage of employed people and those covered by Medicaid. (Contains 61 tables.) (SLD)

**ED 409 405** UD 031 795

Arons, Stephen

**Short Route to Chaos. Conscience, Community, and the Re-Constitution of American Schooling.**

Report No.—ISBN-1-55849-078-7

Pub Date—97

Note—213p.

Available from—University of Massachusetts

Press, Amherst, MA 01004 (paperback: ISBN-1-55849-078-7, \$14.95; clothbound: ISBN-1-55849-077-9, \$40).

Pub Type—Books (010) — Reports - Evaluative (142)

**Document Not Available from EDRS.**

Descriptors—\*Community Involvement, Democracy, \*Educational Change, \*Elementary Secondary Education, \*Federal Legislation, Futures (of Society), \*Government Role, Ideology, Standards, Teacher Role

Identifiers—Conscience, \*Goals 2000, Reform Efforts

Goals 2000 was developed in the face of a barrage of criticism of the public schools by people with the best of intentions and with great hopes for the future of American education. The effects of the Goals 2000: Educate America Act cannot match its supporters' intentions and its implementation threatens to escalate conflict over schooling. Goals 2000 has so fundamentally reallocated power in American schooling that it might justly be labeled a reconstitution of schooling. It has come about without a Constitutional amendment or the informed consent of the American people, and it is a movement that is inconsistent with the principles of constitutional democracy. Goals 2000 reflects an increasing public and professional willingness to let government rather than teachers and families determine the content and direction of education. The following chapters outline the origins and effects of the Goals 2000 legislation: (1) "Education Headline News"; (2) "School Wars: The Education Empire Strikes Back"; (3) "Goals 2000"; (4) "Renouncing Our Constitutional Heritage"; (5) "The Legacy of Local Control"; (6) "Conscience and Community"; and (7) "The Re-Constitution of American Schooling." A central purpose of the book is to expose the dissonance between the principles of constitutional democracy and the structure of American schooling. The book concludes that Goals 2000 will trivialize conscience and undermine community in American schooling and will set the nation on a short route to chaos. (Contains 70 references.) (SLD)

**ED 409 406** UD 031 796

Khayatt, Madiha Didi

**Lesbian Teachers: An Invisible Presence.**

SUNY Series, Feminist Theory in Education, [and] SUNY Series, The Psychology of Women.

Report No.—ISBN-0-7914-1171-0

Pub Date—92

Note—304p.

Available from—State University of New York Press, State University Plaza, Albany, NY 12246 (paperback: ISBN-0-7914-1172-9; clothbound: ISBN-0-7914-1171-0).

Pub Type—Books (010)

**Document Not Available from EDRS.**

Descriptors—\*Elementary Secondary Education, Foreign Countries, \*Homophobia, Ideology, \*Lesbianism, Public Schools, Teacher Characteristics, Teacher Role, \*Women Faculty

Identifiers—Canada, \*Homosexual Teachers, Ontario

Teachers in general are hired in conformity with an assumed standard, and are expected to reflect a conventional morality that corresponds to the government's ideologically sanctioned model of behavior. This book explores the situation of the lesbian teacher and her disposition not to reveal her sexual orientation. It is set in the Canadian context of the early to middle 1980s and draws primarily on the experiences of 18 women employed by the Ontario public school system. The following chapters explore their situations: (1) "Homosexuality in Perspective: The Discourse"; (2) "Women in Teaching: A Short History"; (3) "Theoretical Framework"; (4) "Methodology"; (5) "Discovering Lesbian Identity"; (6) "Lesbians in School"; (7) "Implications of Coming Out in the Classroom"; (8) "Consequences of Being a Lesbian at School"; and (9) "Lesbian Teachers: Dilemma, Difference, and Devotion." A conclusion makes it clear that the reality of these teachers' lives remained one of wariness. Lesbian teachers usually cannot "come out" at work, but there is a prevailing tolerance if they do

"not rock the boat." (Contains 283 references.) (SLD)

**ED 409 407** UD 031 799

Ratteray, Joan Davis

**How Much Is Too Much? Charters, Vouchers, and Corporate Philanthropy. Policy Alternatives in School Choice and the Economic Foundations of Independent Community-Based Schools. Policy Studies on Education.**

Institute for Independent Education, Inc., Washington, DC.

Pub Date—97

Note—36p.

Available from—Institute for Independent Education, 1313 North Capitol Street, N.E., Washington, DC 20002 (\$10).

Pub Type—Reports - Evaluative (142)

**EDRS Price — MF01/PC02 Plus Postage.**

Descriptors—\*Charter Schools, Community Involvement, \*Community Schools, Economic Factors, Educational Change, Educational Finance, \*Educational Vouchers, Elementary Secondary Education, \*Private Financial Support, Private Schools, School Business Relationship, \*School Choice, Urban Schools

Identifiers—Reform Efforts

In recent years the Institute for Independent Education has begun to study a significant parental response to the lack of options in education. Parents of color and those with low to moderate incomes are creating and supporting independent community-based schools as self-help resources for the educational needs of their children. These schools, community-based in that they are operated by community organizations and in focus on the community, have focused on three major activities in response to rebuilding needed education reform efforts in their communities. They have been responsible for leadership development, educational innovation, and economic revitalization in urban communities throughout the United States. Charter school mandates have become very attractive to the independent community-based schools, and teachers' unions are beginning to support the concept of charter schools. In Michigan, Massachusetts, and Washington, D.C., independent community-based schools have applied for charter school status. To help support independent schools, many people advocate the use of educational vouchers. A second strategy for developing greater awareness of independent community-based schools is through contractual service agreements in which the school is chosen by competition for a contract. Private enterprise is increasing its role in sponsoring vouchers in the form of scholarships and in providing other sources of support for independent community-based schools. Corporations and community-based independent schools share an interest in developing human beings to their highest potential, so it is logical that they should work together for educational opportunity. (Contains 14 references.) (SLD)

**ED 409 408** UD 031 800

Dodge, Timothy

**Information on the Homeless and Homelessness. A Selected Bibliography of Federal Government Publications. Research Guide.**

Auburn Univ., AL. Univ. Libraries.

Pub Date—[97]

Note—9p.

Available from—Auburn University Libraries, Humanities Reference Department, Ralph Brown Draughon Library, 231 Mell Street, Auburn University, AL 36849; World Wide Web: <http://www.lib.auburn.edu/madd/docs/>

Pub Type—Reference Materials - Bibliographies (131)

**EDRS Price — MF01/PC01 Plus Postage.**

Descriptors—Annotated Bibliographies, \*Federal Government, \*Government Role, \*Homeless People, \*Housing, Resource Materials, \*Resources

Identifiers—\*Auburn University AL

Selected Federal government publications on the homeless and homelessness are listed. One section of this bibliography covers definitions, prevalence, and causes, and the second section covers programs

and solutions. Each citation contains information on where to find the source in the Auburn Library system, the call number, and a brief description. In all, 74 sources are listed. They range from statistical information on the problem across the country to specific information on housing. The section on programs and solutions contains many citations about job training for the homeless. (SLD)

ED 409 409 UD 031 802

Allen, Rick

**What Space Makes of Us: Thirdspace, Identity Politics, and Multiculturalism.**

Pub Date—28 Mar 97

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC02 Plus Postage.**

Descriptors—\*Cultural Differences, Curriculum Development, \*Epistemology, \*Multicultural Education, \*Spatial Ability

Identifiers—Foucault (Michel), \*Identity (Psychological), Postmodernism, Spatial Factors

Space is related to power in that it is critical to the social production and reproduction of difference. This paper re-imagines a critical multiculturalism that embraces critical spatial theory and postmodern identity politics. In an overview of postmodern spatial theory, the works of Lefebvre (1974), E. Soja (1989, 1996), and M. Foucault (1986) on the characteristics and problems of modern spatial assumptions and epistemologies are described. The idea of Thirdspace is heuristically presented as the postmodernization of spatial thinking. The theory of spatial underdevelopment is added as a metaphor for the active production of dominant and marginalized ways of thinking about space in its material, imagined, and social forms. Spatial underdevelopment is also argued to be connected to the production of identity. The Thirdspace methodology of spatial praxis is described as a critical spatial approach to deconstructing hegemonic spatial paradigms. These critical views of space are also used to rethink the problems of modernist identity politics and to reconstruct a more spatially concerned postmodern identity politics. What spatially aware multicultural curriculum should entail if it takes these arguments into account is described. (Author/SLD)

ED 409 410 UD 031 803

Saegert, Susan

**Growing the Seeds of Strength in High Risk Urban Neighborhoods.**

Pub Date—11 Aug 96

Note—22p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 8-12, 1996).

Pub Type—Reports—Evaluative (142) — Speeches/Meeting Papers (150)

**EDRS Price—MF01/PC01 Plus Postage.**

Descriptors—\*At Risk Persons, \*Community Involvement, Cooperation, Coping, Housing, Inner City, Low Income Groups, \*Minority Groups, \*Neighborhood Improvement, \*Poverty, \*Urban Problems

Identifiers—Ecological Perspective, New York (New York), \*Resilience (Personality), Stakeholders, Tenants, Underclass

The lives of poor minority city residents demonstrate the diversity, multiple potentials, and vulnerability to external structures. In spite of the stereotypes of failure and the very real problems of the urban poor, there are many strengths among the so-called urban underclass and there are aspects of life that are successful and productive. In New York City some housing has been abandoned by landlords and taken by the city for taxes. Residents of some of these complexes have taken them over with the City's consent, developed management and rent-collection strategies, and operated successfully for some time. Study of aspects of these tenant-owned cooperatives provides keys to the resilience some urban residents display. Channeling human resources into tenant ownership created involvement and made these programs more successful

than programs with less stakeholder participation. The experience of the Edna McConnell Clark Foundation in its "Homebuilders" program confirms the importance of the hidden social ecological dimensions of the lives of the urban poor. An ecological approach to resilience focuses attention on the ways the inner city poor are coping and the strengths the community already has. Unlike interventions in which the program activities and desired outcomes focus on helping the target population find a new niche, programs that improve the quality and outcomes of relationships in the existing ecology are in effect changing that ecology. Programs with the most potential for the improvement of at-risk urban neighborhoods work with highly motivated participants, faced with the threat of real losses, and deal with the strengths and successes in the ecology to build collaborative relationships that respond to community demand. (SLD)

ED 409 411 UD 031 804

**Alone No More. Developing a School Support System for Gay, Lesbian and Bisexual Youth.**

Minnesota State Dept. of Education, St. Paul.

Spons Agency—Centers for Disease Control (DHHS), Atlanta, GA. Div. of Adolescent and School Health.

Pub Date—May 94

Note—62p.

Pub Type—Guides—Non-Classroom (055)

**EDRS Price—MF01/PC03 Plus Postage.**

Descriptors—Acquired Immune Deficiency Syndrome, \*Counseling, Elementary Secondary Education, \*Homophobia, \*Homosexuality, School Districts, School Personnel, School Role, School Safety, Self Esteem, \*Sex Education, \*Social Support Groups, Student Attitudes, \*Teacher Attitudes

To provide effective education about AIDS and HIV, schools need to deal with issues of sexuality. The question is not whether, but rather, how to include issues related to homosexuality in school policy, instruction, and student services. This resource booklet has a checklist of factors for school staff to consider at the levels of individual educators, student services practice, classroom, school, and school district. Studies in the fields of education and the social sciences consistently report higher levels of suicide, homelessness, drug abuse, and school absenteeism for gay, lesbian, and bisexual youth. A necessary goal of schools is to foster positive self-esteem in all youth. A first step is for each educator to examine for himself or herself the issues, the benefits of actions that begin to change the school climate, and the consequences of nonaction. Each teacher can work in the classroom to create an inclusive, respectful, and safe environment. Student services staff, such as school nurses, social workers, and counselors, need to be aware to issues related to sexual orientation, and they need to work with individuals and groups to support all students. School administrators need to work for an accepting and safe school environment, and they need to work to ensure that the policies of the entire district promote acceptance and support. Ten appendixes provide more detailed information related to specific issues, a checklist for assessing homophobia and heterosexism in the school, a list of 32 resources for further information, and a list of organizations to contact for assistance. (SLD)

ED 409 412 UD 031 805

**Student Mediator's Training Manual.**

Good Shepherd Neighborhood House, Philadelphia, PA.

Pub Date—93

Note—68p.; For the school mediation training guide, see UD 031 806. For related manual, see UD 031807.

Available from—Good Shepherd Neighborhood House Mediation Program, 5356 Chew Avenue, Philadelphia, PA 19138 (\$15).

Pub Type—Guides—Non-Classroom (055)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Conflict Resolution, Elementary School Students, Elementary Secondary Education, \*Ethics, Legal Problems, Peer Influence,

Peer Relationship, Secondary School Students, \*Training, \*Urban Youth  
Identifiers—\*Peer Mediation

Mediation is a process that enables two or more persons in a dispute to find mutually agreeable solutions to their differences with the aid of a mediator. The mediator does not take sides, but helps the disputants consider their options. Mediation is voluntary, and disputing parties must agree to participate. Furthermore, the mediator does not have the power to force an agreement. School mediation programs have been starting in schools across the United States as an alternative to traditional dispute resolution methods. Mediators in a school program are students who are trained in the mediation process and in critical listening skills. This manual is written to train students in grades 5 through 12 to facilitate the mediation process. The following chapters are presented as part of the 24 hours of training: (1) "Introduction to the Mediation Process"; (2) "Pre-Mediation Stage"; (3) "Mediation Stage"; (4) "Mediation Stage"; (5) "Mediation Stage and Post-Mediation"; (6) "Ethical Issues and Special Situations"; (7) "Integrated Roleplays"; and (8) "Legal Principles." Exercises and activities are presented with each chapter, and three roleplays are included. A related "Trainer's Guide" is designed to accompany this manual to train mediator trainers. (SLD)

ED 409 413 UD 031 806

**School Mediation Trainer's Guide.**

Good Shepherd Neighborhood House, Philadelphia, PA.

Pub Date—93

Note—86p.; For the student mediator's training manual, see UD 031 805. For related manual, see UD 031 807.

Available from—Good Shepherd Neighborhood House Mediation Program, 5356 Chew Avenue, Philadelphia, PA 19138 (\$25).

Pub Type—Guides—Non-Classroom (055)

**EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—\*Conflict Resolution, Elementary School Students, Elementary Secondary Education, \*Ethics, Legal Problems, Peer Influence, Peer Relationship, Secondary School Students, \*Teacher Education, \*Training, \*Urban Youth, Workshops

Mediation is a process that enables two or more persons in a dispute to find mutually agreeable solutions to their differences with the aid of a mediator. The mediator does not take sides, but helps the disputants consider their options. Mediation is voluntary, and disputing parties must agree to participate. The mediator does not have the power to force an agreement. School mediation programs have been starting in schools across the United States as an alternative to traditional dispute resolution methods. Mediators in a school program are students who are trained in the mediation process and in critical listening skills. This guide, which accompanies a manual for students in grades 5 through 12 who are learning to become student mentors, provides a suggested outline for trainers to use in carrying out the 24 hours of training for student mediators. Much of the training time should be spent on roleplays, and suggestions for these scenarios are included. Recommended agendas are presented based on four 6-hour school days. Over the four agenda days, the following topics are discussed: (1) introduction to the mediation process; (2) premediation; (3) the mediation processes of factfinding, brainstorming, collaborating, bargaining, and closing the agreement; (4) postmediation; (5) ethical issues and special situations; (6) role plays; and (7) legal issues. Thirteen forms that may be used in the mediation process are presented. (SLD)

ED 409 414 UD 031 807

Cutrona, Cheryl Coleman-White, DeVonne

**Violence Prevention Initiative Training Manual.**

Good Shepherd Neighborhood House, Philadelphia, PA.

Pub Date—95

Note—31p.; For related training manuals, see UD



031 805-806.

Available from—Good Shepherd Neighborhood House Mediation Program, 5356 Chew Avenue, Philadelphia, PA 19138.

Pub Type—Guides - Non-Classroom (055)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Anger, \*Conflict Resolution, Juvenile Justice, \*Prevention, \*Social Workers, \*Training, \*Urban Youth, \*Violence, Workshops, Youth Programs

This manual accompanies a workshop for juvenile justice workers (probation officers, social workers, contract providers, and community-based detention providers) that is designed to help them understand conflict and the cycle of violence, manage anger and conflict, use affirmation to reinforce positive behavior, promote skills for success, support peacemaking, and be positive role models. The following units are included: (1) "What Is Conflict?"; (2) "Conflict: Choices and Consequences"; (3) "Conflict at Your Workplace"; (4) "Responses to Conflict"; (5) "Anger Inventory"; (6) "Responses to Anger"; (7) "Feelings"; (8) "Positions, Interests, and Common Ground"; (9) "Planning Constructive Responses"; (10) "Blocks to Listening"; (11) "Active Listening Skills"; (12) "Listening Exercise"; (13) "Communication Blockers—You Messages"; (14) "Communicating Effectively—I Messages"; (15) "I Messages Practice Exercise"; (16) "Reframing"; (17) "Perception"; (18) "Six-Step Conflict Resolution Process"; (19) "Interest-Based Negotiating"; (20) "Guided Roleplay." A 39-item bibliography is included. (SLD)

**ED 409 415** UD 031 808

**Successful Services for Our Children and Families at Risk.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—ISBN-92-64-15305-5

Pub Date—96

Note—321p.

Pub Type—Books (010) — Collected Works - General (020) — Reports - Evaluative (142)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Academic Failure, Case Studies, \*Children, \*Disadvantaged Youth, Educational Policy, Elementary Secondary Education, Family Programs, Foreign Countries, \*High Risk Students, \*Integrated Services, International Education, \*Social Services, Urban Youth

Identifiers—Organisation for Economic Cooperation Development

The research reported in this book develops a theme introduced in a previous work published by the Organisation for Economic Cooperation and Development, "Our Children at Risk" (1995), which noted the integration of services as a way to provide more effective services for families and children at risk of school failure. Part 1 of this book gives a broad picture of services integration and a study conducted by the Centre for Educational Research and Innovation (CERI) in the following chapters: (1) "Introduction" (Peter Evans and Philippa Hurrell); (2) "Introducing the CERI Study" (Peter Evans and Philippa Hurrell); (3) "The Mandating Level: Legislation and Policy" (Janet Friedman, Peter Evans, and Philippa Hurrell); (4) "Strategic, Operational and Field Levels: The Theoretical and Practical Dimensions of Integrated Services" (Philippa Hurrell and Peter Evans); (5) "Strategic, Operational and Field Levels: The Main Outcomes" (Philippa Hurrell and Peter Evans); and (6) "Principal Conclusions and Policy Challenges" (Peter Evans and Philippa Hurrell). Part 2 provides case studies of good practice in Australia, Canada, Finland, Germany, The Netherlands, Portugal, and the United States that were completed in the course of the study of integration of services. In Part 3, more specific information is provided about the laws and policies in 13 participating countries. (Contains 4 tables and 105 references.) (SLD)

**ED 409 416** UD 031 809

**Duckenfield, Mike**  
**Schools for Cities.**

Organisation for Economic Cooperation and Development, Paris (France).

Report No.—ISBN-92-64-14324-6

Pub Date—95

Note—158p.

Pub Type—Books (010) — Reports - Evaluative (142)

**EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.**

Descriptors—Adult Education, Educational Facilities Design, Educational Planning, Elementary Secondary Education, Foreign Countries, \*Futures (of Society), \*Government Role, Higher Education, Racial Differences, \*School Restructuring, Urban Areas, \*Urban Schools, Vocational Education

Identifiers—Europe, Organisation for Economic Cooperation Development

The Programme on Educational Building (PEB) of the Organisation for Economic Cooperation and Development promotes the international exchange of ideas, information, research, and experiences in the field of educational facilities. This report was inspired by a conference on renewing urban schools organized by the PEB in Baltimore (Maryland) in 1992. It draws on and builds on the work of that conference. The first section of the report is an essay on urban schools. The first chapter of the essay concludes that the world needs a vision of a "learning city" for the future, and the second focuses on six themes that illustrate the connections between education and aspects of economic development: (1) investing to enhance the built environment; (2) modernizing and improving school buildings; (3) making more of educational facilities; (4) adult learners in colleges and schools; (5) the place of vocational education; and (6) uncoupling schools and buildings. The third chapter looks at families and poverty, race and ethnicity, and crime. The fourth chapter then explores planning issues in creating the learning city, with emphasis on the role of government. The second section presents nine case studies about the renovation of urban schooling in Australia, Sweden, Germany, the United Kingdom, Greece, the Netherlands, France, the United States, and Scotland. The case study bibliography lists nine sources. (Contains 128 references.) (SLD)

**ED 409 417** UD 031 810

**Dines, Gail, Ed. Humez, Jean M., Ed.**

**Gender, Race and Class in Media. A Text-Reader.**

Report No.—ISBN-0-8039-5164-7

Pub Date—95

Note—648p.

Available from—SAGE Publications, Inc., 2455 Teller Road, Thousand Oaks, CA 91320 (paperback: ISBN-0-8039-5164-7, \$34; clothbound: ISBN-0-8039-5163-9).

Pub Type—Books (010) — Collected Works - General (020) — Reports - Evaluative (142)

**Document Not Available from EDRS.**

Descriptors—Advertising, \*Cultural Differences, Higher Education, \*Mass Media, Mass Media Effects, Music, Popular Culture, Publications, \*Racial Differences, \*Sex Differences, \*Social Class, \*Stereotypes, Television, Textbooks, Undergraduate Study

This reader is intended to introduce undergraduates to the richness, sophistication, and diversity that characterize contemporary media scholarship. Another goal is to take the mystery out of the idea of media culture by examining its production, construction, and the meaning-making processes through which media imagery and messages help shape our personal, social, and political worlds. Part I, "A Cultural Studies Approach to Gender, Race, and Class in the Media," introduces the issues through nine selections. Later sections refer to particular media forms, as follows: (1) Part II: "Advertising" (11 selections); (2) Part III: "Modes of Sexual Representation—Romance Novels and Slasher Films" (6 selections); (3) Part IV: "Modes of Sexual Representation 2—Pornography" (10 selections); (4) Part V: "TV by Day" (9 selections); (5) Part VI: "TV by Night" (9 selections); and (6) Part VII: "Music Videos and Rap Music: Cultural

Conflict and Control in the Age of the Image" (7 selections). (Contains over 1,000 references.) (SLD)

**ED 409 418** UD 031 811

**Sewell, Tony**

**Black Masculinities and Schooling. How Black Boys Survive Modern Schooling.**

Report No.—ISBN-1-85856-040-3

Pub Date—97

Note—231p.

Available from—Trentham Books Ltd., Westview House, 734 London Road, Oakhill, Stoke on Trent, Staffordshire, England ST4 5NP, United Kingdom (14.95 pounds).

Pub Type—Books (010) — Reports - Evaluative (142)

**Document Not Available from EDRS.**

Descriptors—\*Black Students, Cultural Awareness, Cultural Differences, \*Disadvantaged Youth, Educational Environment, \*Educational Policy, Elementary Secondary Education, Foreign Countries, \*Males, Racial Discrimination, \*Stereotypes, Student Attitudes, Teacher Attitudes, Urban Schools, Urban Youth

Identifiers—\*Caribbean Islanders, Masculinity, United Kingdom

In British schools, and in the United States, black boys are both the heroes of a street fashion culture that dominates inner cities and students who receive a disproportionate amount of punishment in school. A central thesis of this book is that teachers in elementary and secondary schools cannot escape the wider social perceptions about young black males. The emphasis in this exploration is on students of African Caribbean heritage in Britain. Most of the material was gathered through semistructured interviews and observations in an urban school in England. The book opens with a chapter called "Raising the Issues," which is a preliminary study that points out the powerful position of the African Caribbean subculture as both myth and reality in forming school discourses. The second chapter considers teacher responses to African Caribbean students. Chapters 3 to 6 examine the ranges of student responses, as conformists, innovators and retreaters, or rebels. Chapter 7 traces the historic development of Black British subcultures, and chapter 8 looks at how black masculinities are regulated through disciplinary power into the two caricatures of a humbled, emasculated conformity and a destructive rebel. Chapter 9 proposes some practical solutions for teachers and students on the levels of school policy, curriculum, and racial identity development. (Contains 9 tables and 141 references.) (SLD)

**ED 409 419** UD 031 812

**Root, Maria P. P., Ed.**

**Filipino Americans: Transformation and Identity.**

Report No.—ISBN-0-7619-0579-0

Pub Date—97

Note—352p.

Available from—SAGE Publications, Inc., 2455 Teller Road, Thousand Oaks, CA 91320; e-mail: order@sagepub.com (paperback: ISBN-0-7619-0579-0, \$26.95; clothbound: ISBN-0-7619-0578-2, \$58).

Pub Type—Books (010) — Collected Works - General (020) — Reports - Evaluative (142)

**Document Not Available from EDRS.**

Descriptors—Asian Americans, \*Cultural Awareness, Cultural Background, Cultural Differences, Elementary Secondary Education, Ethnic Groups, \*Filipino Americans, Racial Discrimination, \*Racial Identification, Resilience (Personality), \*Social Change, Urban Areas

Identifiers—United States

Throughout the United States, many Filipino Americans, especially students, are beginning to want to know more about their cultural heritage and future. Overall, there has been very little written to transmit knowledge about Filipino history, ideas, and values, even though Filipinos make up the largest Asian ethnic group in the United States. Compilation of this volume marks the centennial of the beginning of the decline of Spanish rule in the Philippine Islands. People of Filipino heritage have

experiences that are very different from those of other Asian American groups in the United States, because of religion, culture, and history. Instead of offering a single perspective on Filipino Americans, the 30 contributors (in 23 selections) to this volume present multiple perspectives that demonstrate the multiple realities of Filipinos in the United States. Social workers, community leaders, health care workers, educators, and social scientists consider ethnic identity, colonization, family relationships, race, and racism. For Filipinos, as for indigenous people of the Americas and Hawaii, U.S. paradigms of race are useless. The resilience of Filipinos defies the images that colonists have used to justify domination of the country. References follow each chapter. (SLD)

## Subject Index

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Resources in Education (RIE). Volume 32, Number 11.  
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History of Higher Education Annual, 1996. Volume Sixteen.

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All-Out Internet Access: The Cambridge Public Library Model. Technology Trailblazers Series.

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Report of the Office of Special Education Programs. Proceedings of the Annual Technical Assistance and Dissemination Conference (7th, Washington, D.C., March 3-5, 1997).

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User and System-Based Quality Criteria for Evaluating Information Resources and Services Available from Federal Websites: Final Report.

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- The Design of Education. Second Edition. Jossey-Bass Higher and Adult Education Series.  
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American Vocational Education Research Association Proceedings (Cincinnati, Ohio, December 5-8, 1996).

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ED 409 171



## Author Index

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## Clearinghouse Number/ED Number Cross-Reference Index

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<b>EA</b> – Educational Management	<b>SO</b> – Social Studies/Social Science Education
<b>EC</b> – Disabilities and Gifted Children	<b>SP</b> – Teaching and Teacher Education
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SE060377 ED409190//	SO028348 ED409259	TM026609 ED409327	UD031786 ED409396
SE060383 ED409191	SO028472 ED409260//	TM026644 ED409328	UD031787 ED409397
SE060384 ED409192	SO028473 ED409261//	TM026768 ED409329	UD031788 ED409398
SE060385 ED409193	SO028474 ED409262//	TM026770 ED409330	UD031789 ED409399
SE060386 ED409194	SO028475 ED409263//	TM026773 ED409331	UD031790 ED409400
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SE060398 ED409197	SP037049 ED409265	TM026789 ED409334	UD031793 ED409403
SE060404 ED409198	SP037154 ED409266	TM026792 ED409335	UD031794 ED409404
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# THESAURUS ADDITIONS AND CHANGES

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The following additions and modifications have been made to the ERIC controlled vocabulary since December 1994. They are, therefore, not included in the main body of the 13th (1995) edition of the *Thesaurus of ERIC Descriptors*.

## Academic Senates (Colleges)

USE COLLEGE GOVERNING COUNCILS (unqualified use reference "Academic Senates" was deleted)

## Alternate Day Block Scheduling USE ALTERNATE DAY SCHEDULES and BLOCK SCHEDULING

ALTERNATE DAY SCHEDULES Dec. 89  
SN (Scope Note Changed) Scheduling attendance on alternate days—frequently refers to kindergarten, preschool, or day care programs

## AMERICAN DREAM

Jan. 96  
SN The ideals of freedom, equality, and opportunity traditionally held to be available to everyone in the U.S.—also, the popular belief that perseverance and hard work in the U.S. will bring forth happiness, success, and material well-being

## BEGINNING PRINCIPALS

Aug. 97  
SN Certified administrators entering their initial career position as executive or administrative officer of a school  
UF First Year Principals

## BEREAVEMENT

Jun. 96  
SN Deprivation or loss, especially of loved ones by death (note: prior to Jun96, this concept was frequently indexed by "Grief")

## BIRTHS TO SINGLE WOMEN

Dec. 95  
UF Illegitimacy  
Illegitimate Births (1967 1995)  
Nonmarital Childbirth  
Out of Wedlock Births  
Single Mother Births  
Unmarried Mother Births

## BLOCK SCHEDULING

Aug. 96  
SN An instructional arrangement whereby part or all of the daily class schedule is organized into blocks of time longer than an hour, to facilitate flexibility and diversity in instructional activities (note: prior to Aug96, this concept was indexed as "Time Blocks")  
UF Block Time Teaching (former UF of "Time Blocks")

## BRAIN

Sep. 97  
UF Brain Research

## CAREER ACADEMIES

Aug. 95  
SN Schools-within-schools (usually high-school level) focusing on broadly defined career themes (health careers, electronics, etc.), with highly integrated academic and vocational curricula and active involvement of local employers  
UF High School Academies (Career Development)  
Job Training Academies  
Partnership Academies (School and Business)  
Vocational Academies

## CHARTER SCHOOLS

Oct. 95  
SN Public schools run by groups of parents, teachers, and administrators under contract with local or state school boards, and given broad freedom from regulations in exchange for the promise of such favorable outcomes as improved test scores, attendance rates, and drop-out rates

## CHILDRENS WRITING

May 95  
SN Writing by, not for, children (note: see also the Identifiers "Beginning Writing" and "Early Writing")

## CLASSICAL LITERATURE

Jul. 66  
SN (Scope Note Changed) Literature of ancient Greece and Rome (note: do not use for outstanding or time-honored books generally, for which see "Classics (Literature)")

## CLASSICS (LITERATURE)

Aug. 96  
SN Literary works of demonstrably enduring appeal and quality (note: do not confuse with the literature of ancient Greece and Rome, for which use "Classical Literature"—see also the Identifiers "Great Books Curriculum" and "Junior Great Books Program")  
UF Literary Classics

## Cocaine Prenatal Exposure

USE COCAINE  
and PRENATAL DRUG EXPOSURE

## Collaborative Teaching

USE TEAM TEACHING

## COMPREHENSIVE SCHOOL HEALTH EDUCATION

Nov. 95  
SN Sequential programs of health instruction, health services, and healthful school environments that enable students in kindergarten through grade 12 to develop the awareness, knowledge, and skills needed for healthy behaviors—health areas covered include mental and emotional health, community and environmental health, consumer health, family life, growth and development, nutrition, personal health and fitness, safety and accident prevention, disease prevention and control, and substance use and abuse  
UF Comprehensive School Health Programs

## CONCEPT MAPPING

Nov. 96  
SN The identification, organization, and graphic depiction of relationships among concepts in a knowledge domain—the technique employs a node-link formalism in which domain key concepts are circled, bracketed, etc., arranged hierarchically (general to specific), then interconnected by lines labeled with short explanations

## CONJUNCTIONS

Sep. 96  
SN Connective words, as "and," "but," "because," "even though," that join words, phrases, clauses, or sentences (note: see also the Identifier "Connectives (Grammar)")

## Crack Babies

USE CRACK  
and PRENATAL DRUG EXPOSURE

## CULTURAL RELEVANCE

May 95  
SN Applicability of materials, methods, or programs to one's own ethnicity, social status, gender, religion, home and community environment, and/or personal experiences (note: if possible, use the more specific term "Culturally Relevant Education")  
UF Relevance (Cultural)

## CULTURALLY RELEVANT EDUCATION

May 95  
SN Educational practices and resources that reflect the culture, values, customs, and beliefs of students (i.e., help to connect what is to be learned with the students' own lives)  
UF Culturally Appropriate Education  
Culturally Responsive Education  
Culture Based Curriculum

## DENIAL (PSYCHOLOGY)

Nov. 97  
SN Refusal or inability to accept painful or difficult realities

## DEWEY DECIMAL CLASSIFICATION

Oct. 97  
SN Widely used hierarchical system for classifying library materials, devised by Melvil Dewey in 1873 and revised many times since then, that divides knowledge into ten 3-digit numeric subject classes, with further specification expressed by numerals following decimal notation  
UF Decimal Classification (Dewey)

## DISSECTION

Oct. 96  
SN Examining the structure of an animal or plant by cutting it apart—frequently computer-simulated, and may include human anatomical study (note: for operative medical treatment, use "Surgery")

## DIVERSITY (FACULTY)

Aug. 97  
SN Variation within a faculty population of such characteristics as race, religion, gender, cultural background, sexual orientation, or socioeconomic class

## DIVERSITY (STUDENT)

Aug. 97  
SN Variation within a student population of such characteristics as race, religion, gender, cultural background, sexual orientation, or socioeconomic class

## DOCUMENT DELIVERY

Nov. 95  
SN Transmission of a print or electronic document, such as a journal article, from a vendor or a library to the requestor—may be fee-based or free

## DROUGHT

Nov. 95  
SN Climatic period(s) of extreme dryness, in which natural water supplies are insufficient for plant life and other needs (note: see also the Identifier "Desertification")

## EARLY IDENTIFICATION

Jun. 96  
SN Diagnosis of an exceptionality (disability and/or giftedness), medical condition, or risk factor early in life or in the condition's early stages (note: prior to Jun96, the instruction "Early Detection, USE Identification" was carried in the Thesaurus)  
UF Early Diagnosis  
Early Detection (former UF of "Identification")

## ELECTRONIC JOURNALS

Aug. 96  
SN Periodicals, usually topical and moderated, that are published and disseminated (sometimes on an irregular schedule) in the form of electronic text or hypertext on computer networks (such as the Internet) or other computerized media (e.g., CD-ROM)  
UF Electronic Magazines  
Online Journals

**ELECTRONIC LIBRARIES** Sep. 96

SN Services and collections of information made accessible through computer networks—including services such as document delivery, end-user searching and training, network access, and online catalog enhancements, and access to collections of bibliographic and full-text databases, electronic journals, and digital images

UF Digital Libraries  
Virtual Libraries

**EMERGENT LITERACY** Mar. 96

SN The early stages of learning to read and write—an increasing awareness of the print world, usually associated with young learners observing and experimenting with reading and writing processes (note: in the 1980s, the emergent literacy perspective was a departure from the more traditional stage view of reading/writing readiness followed by formal learning)

UF Early Literacy

**EMPOWERMENT** Jul. 96

SN Promotion or attainment of autonomy and freedom of choice for individuals or groups (note: use a more specific term if possible—see the identifiers "Community Empowerment," "Employee Empowerment," and "Staff Empowerment")

UF Personal Empowerment  
Self Empowerment

**ENGLISH ONLY MOVEMENT** Dec. 95

SN Efforts to make English the single official language of a government or other group (commonly, of the nation and states of the U.S.A.)

**ENGLISH TEACHERS** Sep. 95

SN Teachers of English-language arts and letters (note: may be coordinated with "English (Second Language)" for teachers of English as a second language)

**EUTHANASIA** Oct. 97

SN Inducing the death of persons or animals suffering from incurable conditions or diseases (note: related identifiers are "Assisted Suicide" and "Right to Die")

UF Mercy Killing

**Faculty Senates (Colleges)**

USE COLLEGE GOVERNING COUNCILS (unqualified use reference "Faculty Senates" was deleted)

**FAMILY ENGLISH LITERACY** May 97

SN English literacy for limited-English-proficient and non-English-speaking families—family English literacy programs usually include adult literacy, preschool/school-age education, and parenting education (note: use only for English as a second language programs—otherwise, use "Family Literacy")

**FAMILY LITERACY** May 97

SN Literacy for all family members—family literacy programs frequently combine adult literacy, preschool/school-age education, and parenting education (note: use the more specific term "Family English Literacy" for English as a second language programs)

UF Child Parent Literacy  
Parent Child Literacy

**FAMILY NEEDS** Jun. 96

SN Conditions or factors necessary for optimal function, development, or well-being of families

**FEMINIST CRITICISM** Sep. 96

SN Description, interpretation, and evaluation of literature, art, music, educational programs, etc., from a feminist perspective (i.e., of female consciousness, women's rights, and the resistance to male domination)

**FLOODS** Nov. 95

SN Bodies of water that overtop their natural or artificial confines and that cover areas not normally underwater

**FOCUS GROUPS** May 96

SN Small, roundtable discussion groups charged with examining specific topics or problems (e.g., consumer preferences, product attributes, educational issues), including possible options or solutions—focus groups usually consist of 4-12 participants, guided by moderators to keep the discussion flowing and to collect and report the results

UF Focused Group Interviews

**Government Policy****USE PUBLIC POLICY****GRAPHING CALCULATORS** Jun. 97

SN Calculators capable of producing animated graphing sequences based on mathematical formulas (note: prior to Jun97, the Identifier "Graphing Utilities" was commonly used to index this concept)

**Hands on Learning****USE EXPERIENTIAL LEARNING****HANDS ON SCIENCE** Dec. 95

SN Science activities and programs that require active personal participation

**HEALTH MAINTENANCE ORGANIZATIONS** Nov. 95

SN Prepaid comprehensive medical service systems (note: see also the Identifier "Social Health Maintenance Organizations")

UF HMOs  
Managed Care (HMOs)

**HISTORIANS** Nov. 96

SN Scholars or writers of chronological accounts of human events

**HONESTY** Nov. 97

SN Truthfulness—freedom from deceit or fraud

UF Dishonesty  
Truthfulness

**HOUSEWORK** Nov. 96

SN Tasks, including cleaning, food preparation, and doing laundry, that are necessary for the maintenance of a household (note: see also the Identifier "Division of Labor (Household)")

UF Household Chores  
Housekeeping (Households)

**HURRICANES** Nov. 95

SN Tropical cyclones with high-speed winds equaling or exceeding 64 knots (73 mph)

UF Tropical Cyclones  
Typhoons

**Illegitimate Births (Del Dec95)****USE BIRTHS TO SINGLE WOMEN****INTERNET** Feb. 96

SN The international network of computer networks interconnected by routers or gateways and using the standard TCP/IP telecommunications protocol to transfer data such as electronic mail—the Internet connects millions of users among industry, education, government, research, commerce, and private households (note: see also the Identifier "National Information Infrastructure" for documents related to the U.S. Government's Federal NII/Internet policy initiative)

UF Electronic Superhighway  
Information Superhighway

**JAPANESE CULTURE** Mar. 96**JOURNAL ARTICLES** Jun. 96

SN Works of prose, complete in themselves, that are published with other such works in periodicals (note: corresponds to Pubtype Code 080—do not use except as the subject of a document)

UF Articles (Journals)  
Magazine Articles  
Periodical Articles

**JOURNALISM RESEARCH** Sep. 95

SN Basic, applied, and developmental research conducted to advance knowledge about journalism (note: use as a minor Descriptor for examples of this kind of research—use as a major Descriptor only as the subject of a document)

**KEYWORDS** Sep. 96

SN In information science, words and phrases in an abstract, title, text, etc., of a work that identify its significant content (note: keywords are usually the uncontrolled or "natural-language" vocabulary—do not confuse with controlled subject headings, for which use "Subject Index Terms")—in learning and language development, words and phrases of prime importance to a particular task/activity, frequently associated with one another or with pictorial images for easy remembrance (note: see also more precise identifiers "Keyword Mnemonics," "Keyword Method (Language Learning)," and "Keyword Method (Second Language Learning)")

UF Key Word Access Points

**Language Evolution****USE DIACHRONIC LINGUISTICS****LANGUAGE MINORITIES** Aug. 96

SN Groups whose native language is not the dominant language of the larger society (note: "Limited English Speaking" may be more appropriate for documents dealing with English-as-a-second-language instruction)

UF Linguistic Minorities  
Minority Language Groups

**LIBRARY ADMINISTRATION** Sep. 75

SN (Scope Note Added) Planning, organizing, directing, and controlling human or material resources within a library or library network

**LIBRARY ADMINISTRATORS** Aug. 96

(former UF of "Library Administration")  
SN Library personnel whose responsibilities may include managing library staff, evaluating programs, planning and managing budgets, developing collections, and planning library services (note: prior to Aug96, the instruction "Library Administrators, USE Library Administration" was carried in the Thesaurus)

**LIBRARY DIRECTORS** Aug. 96

SN Chief executive officers of libraries or library systems responsible for overall direction and coordination of library services, resources, and programs

UF Head Librarians

**LIMITS (MATHEMATICS)** Jun. 97

SN The minimum and maximum points of variable  $x$ —also, the values approximated by a function  $f(x)$  as the independent variable  $x$  approaches a specific value, usually associated with calculus

**MANDATORY CONTINUING EDUCATION** May 97

SN Education required by regulation or law for occupational and professional development, e.g., for work licensure or certification

**MANDATORY RETIREMENT** Jun. 96

SN Forced retirement upon reaching a maximum age—this age can be set through statute, court ruling, or contract

UF Compulsory Retirement

**MAORI** Sep. 96

SN Language of the indigenous Polynesian people of New Zealand

**MAORI (PEOPLE)** Sep. 96

SN Indigenous Polynesian people of New Zealand

**Mapping (Cartography)****USE CARTOGRAPHY**

(unqualified use reference "Mapping" was deleted)



- MATHEMATICS ACTIVITIES** Aug. 97  
SN Methods of mathematics instruction that usually involve some participation by students—may include projects outside the school
- MATHEMATICS HISTORY** Feb. 97  
SN Study of mathematical sciences and activities through the ages, including specific periods, geographic areas, branches, and mathematicians
- MAYA (PEOPLE)** Aug. 97  
SN Indigenous people of Guatemala, Belize, southern Mexico, and the Yucatan peninsula (note: see also the Identifier "Mayan Civilization")  
UF Mayans
- NATIONAL PARKS** Sep. 96  
SN Areas of scenic, historical, scientific, or ecological importance protected and preserved by a national government for public enjoyment or study
- NATIONAL STANDARDS** Nov. 97  
SN Guidelines, requirements, and other specifications that are enacted and administered, publicly or privately, at the national level (note: see also Identifiers for specific national educational standards, cross-indexed under "National Standards..." in the Identifier Authority List)  
UF National Skill Standards
- NATIONAL TEACHER CERTIFICATION** Dec. 95  
SN Use of nationwide competency assessment and testing to certify teachers (Note: Do not confuse with the Identifier "National Teacher Examinations," which is a specific test series published by the Educational Testing Service)  
UF National Certification (Teaching)
- NAVIGATION** Jul. 66  
SN (Scope Note Added) Managed point-to-point movement in any environment or medium (note: if appropriate, use the more specific terms "Orienteering" for the sport of cross-country navigation and "Navigation (Information Systems)" for movement among or within Internet sites and other locations on computers)
- NAVIGATION (INFORMATION SYSTEMS)** Jan. 97  
SN The process of finding one's way around the contents of a database or hypermedia-based program—navigability is a chief goal of those who design computer systems, human-computer interfaces, and hypermedia links, and also a leading criterion for those who evaluate them
- NURSERY RHYMES** Dec. 95  
SN Short rhymed poems or songs for children that often tell a story  
UF Mother Goose Rhymes
- Nutrient Deficiencies**  
**USE NUTRITION**
- Nutritional Deficiencies**  
**USE NUTRITION**
- OLDER WORKERS** Jul. 97  
SN Personnel, aged 40+, employed full- or part-time (note: for specificity, coordinate with appropriate age-level Descriptors—"40+" in definition is per Age Discrimination in Employment Act of 1967 (U.S.))
- OLYMPIC GAMES** Aug. 89  
SN (Scope Note Changed) International program of sports competition held in a different country every 4 years (summer and winter games alternate in even-numbered years)—the modern Olympic Games, first held in 1896, are a revival of similar quadrennial contests held in ancient Greece (note: do not confuse with "Special Olympics")
- OTITIS MEDIA** Nov. 96  
SN Infection, and/or collection of fluid, in the middle ear, occurring most often in infants and young children—may cause hearing loss in recurrent or long-standing cases  
UF Ear Infections (Middle Ear)  
Middle Ear Disease
- OUTCOME BASED EDUCATION** Aug. 95  
SN The effort, often by a state or local education agency, to organize all the features of schooling (including aims, curriculum, instruction, and assessment) so as to produce specifically delineated results (often including noncognitive as well as cognitive results) and generally with the expectation that all students will demonstrate such results  
UF OBE  
Outcomes Based Education  
Results Based Education
- PACIFIC ISLANDERS** Jan. 96  
SN Indigenous peoples of Micronesia, Polynesia, and Melanesia, and their descendants (note: use a more specific term, if appropriate—see also the geographic Identifiers "Pacific Islands" and "Oceania")
- PAPAGO** Jul. 66  
SN (Scope Note Added) The Uto-Aztecan language of the Tohono O'Odham nation of American Indians—related to Pima, the two languages are sometimes referred to collectively as O'Odham, the Papago and Pima word for "people"
- PARENT EMPOWERMENT** Jul. 96  
SN Promotion or attainment of autonomy and freedom of choice for parents
- PARENTS WITH DISABILITIES** Apr. 96  
SN Parents who have a disability or impairment of any type  
UF Disabled Parents
- PERFORMANCE BASED ASSESSMENT** Apr. 96  
SN Evaluation of achievement, learning, etc., that requires direct demonstration of knowledge and skills via the construction of responses, and for which scoring can be based on the processes of the response construction as well as the final product—typically, performance-based assessments are designed to elicit and strengthen examinees' critical-thinking skills, problem-solving strategies, self-evaluation skills, and other higher-order thinking skills (note: do not confuse with "Performance Tests," whose usage is restricted to evaluations of manual manipulations and body movements—see also related Identifiers "Alternative Assessment," "Authentic Assessment," and "Direct Assessment"—prior to Apr96, the Identifier "Performance Based Evaluation" was used to index this concept)  
UF Performance Assessment (Higher Order Learning)  
Performance Based Evaluation
- PERFORMANCE TESTS** Jul. 66  
SN (Scope Note Changed) Tests that require the manipulation of objects or skilled bodily movements (note: do not confuse with "Nonverbal Tests," which minimize the use of language but may not emphasize the manipulation of objects or skilled movement—prior to Mar80, the use of this term was not restricted by a scope note—use "Performance Based Assessment" for "higher-order" performance testing)  
UF Performance Assessment (Skilled Bodily Movements)
- PETS** Mar. 96  
SN Animals kept for pleasure and companionship (note: coordinate with individual animals as appropriate, e.g., Descriptors "Birds," "Horses" or Identifiers "Cats," "Dogs")  
UF Companion Animals
- POLITICAL CORRECTNESS** Jun. 96  
SN The attempt in communication or other activity to be inoffensive and inclusive—may lead to censorship and intolerance in some cases, and is regarded with derision by many (note: see also the Identifiers "Speech Codes" and "Hate Speech")  
UF Politically Correct Communication
- POPULAR EDUCATION** Feb. 97  
SN Education that encourages learners to critically examine their day-to-day lives and collectively take action to change social conditions and systems (frequently associated with Paulo Freire's critical pedagogy and participatory literacy campaigns)  
UF Peoples Education
- POPULAR MUSIC** Jan. 96  
SN Music enjoyed by the general public and commonly disseminated via the mass media (note: prior to Jan96, this concept was frequently indexed by "Popular Culture" coordinated with "Music" terms)  
UF Pop Music
- POSTTRAUMATIC STRESS DISORDER** Oct. 95  
SN Acute or chronic delayed reaction to highly stressing events such as military combat, sexual assault, childhood abuse, natural disasters, unexpected deaths, and life-threatening accidents—symptoms include anxiety, depression, intrusive recollections, and emotional detachment  
UF Post Traumatic Stress Syndrome  
Posttraumatic Neurosis  
PTSD
- PRENATAL DRUG EXPOSURE** Oct. 96  
SN Maternal drug use during pregnancy—also, a medical condition in infants and children resulting from such use  
UF Drug Exposure in Utero  
Fetal Drug Exposure  
Prenatal Exposure to Drugs
- PRENATAL INFLUENCES** Aug. 68  
SN (Scope Note Changed) Factors occurring between conception and birth and affecting the physical or mental development of an individual (note: use the more precise "Prenatal Care" or the narrower "Prenatal Drug Exposure," if appropriate)
- PUBERTY** Dec. 95  
SN Period of life at which the individual reaches sexual maturity and is capable of reproduction (note: see also the Identifier "Puberty Rites")
- Putonghua**  
**USE MANDARIN CHINESE**
- RAINFORESTS** Apr. 95  
SN Woodlands of dense, mainly broad-leaved evergreen trees in areas of high annual rainfall (note: coordinate with Identifiers "Deforestation," "Tropics," etc., as appropriate)  
UF Rain Forest Preserves  
Temperate Rainforests  
Tropical Rainforests
- READING MOTIVATION** Nov. 95  
SN The arousal, direction, and sustaining of reading interest and activity for work, school, pleasure, or other purpose
- RECIPES (FOOD)** Sep. 96  
SN Instructions and ingredients for preparing food dishes
- RESILIENCE (PERSONALITY)** Sep. 97  
SN The ability to withstand and move beyond difficult life situations
- RHYME** May 97  
SN Correspondence of sounds among words or lines of verse  
UF Rime (Sound)
- SCHOOL CULTURE** Feb. 96  
SN Patterns of meaning or activity (norms, values, beliefs, relationships, rituals, traditions, myths, etc.) shared in varying degrees by members of a school community

**SELF ADVOCACY**

Jan. 97

SN The process of exercising, defending, and promoting one's rights — most often refers to people with disabilities speaking and acting on behalf of themselves

**Self Centeredness****USE EGOCENTRISM****Semiology****USE SEMIOTICS****SERVICE LEARNING**

Mar. 96

SN Learning through community service (or public service in a wider sphere), usually integrated with regular instruction in school or college (note: see also related Identifiers "Community Service," "Youth Community Service," and "National Service")

UF Community Service Learning

**Silent Speech****USE INNER SPEECH (SUBVOCAL)****Social Context****USE SOCIAL ENVIRONMENT****SOCIOLOGISTS**

Feb. 96

SN Scholars who systematically study and critique the development, structure, functioning, and dilemmas of human society

**STATISTICAL SIGNIFICANCE**

Mar. 80

SN (Scope Note Changed) Property of having low probability of occurrence on the basis of chance alone (in this sense, "significance" means neither "bigness" nor "importance" — usually, the odds have to be at least 20 to 1 and preferably 100 to 1 against pure chance for significance to be claimed)

**STUDENT EMPOWERMENT**

Jul. 96

SN Promotion or attainment of autonomy and freedom of choice for students

**TEACHER COLLABORATION**

May 96

SN An interactive process that enables teachers with diverse expertise to work together as equals and engage in shared decision making toward mutually defined goals

UF Collaborative Teachers  
Teacher Cooperation

**TEACHER EMPOWERMENT**

Jul. 96

SN Promotion or attainment of autonomy and freedom of choice for teachers

**TEACHER RESEARCHERS**

Nov. 97

SN Teachers who engage in educational research, generally to improve their own classroom practices

UF Teachers as Researchers

**TEACHER SURVEYS**

Oct. 97

SN Studies in which data are gathered from teachers on their attitudes, interests, activities, characteristics, etc. (note: use as a minor Descriptor for examples of this kind of survey—use as a major Descriptor only as the subject of a document)

**TEACHERS WITH DISABILITIES**

Apr. 96

SN Teachers who have a disability or impairment of any type

UF Disabled Teachers

**TECH PREP**

Mar. 95

SN Sequential programs of study that integrate preparation for technical careers with academic education in a highly structured and closely articulated secondary and postsecondary curriculum, leading to a minimum of an associate degree or 2-year certificate in a specific career field

UF Two Plus Two Tech Prep

**TIME BLOCKS**

Jul. 66

(now a narrower term of "Time")

SN (Scope Note Added) (Note: prior to Aug96, this concept was a narrower term of "School Schedules," and its usage generally was reserved for that context—"Block Scheduling" has replaced it in the "School Schedules" hierarchy)

**Timetables****USE SCHEDULING****Timetables (School)****USE SCHOOL SCHEDULES****TOHONO O ODHAM PEOPLE**

Dec. 95

SN A desert-dwelling American Indian people of southern Arizona and the province of Sonora in northwest Mexico (also, dispersed kin)

UF Papago (Tribe)

**TORNADOES**

Nov. 95

SN Violently rotating storms, usually visible as funnel clouds, with wind speeds of 100-200 mph and causing considerable destruction when touching ground—most common in the U.S. and Australia

**Two Plus Two Tech Prep Associate Degrees****USE ASSOCIATE DEGREES and TECH PREP****VIRTUAL REALITY**

Aug. 96

SN Computer-generated simulations of three-dimensional environments, intended to seem real, with which users interact using combinations of sensing and interface devices and software

**Viracnon****USE BIKOL****WALKING**

Jul. 97

SN (Note: see also the Identifier "Hiking")

**WORKPLACE LITERACY**

Feb. 96

SN Reading, writing, computation, and communication skills performed in the context of job tasks

UF Job Literacy

Job Related Literacy  
Occupational Literacy

**WORLD WIDE WEB**

Jun. 96

SN A hypertext-based information system for disseminating and retrieving text or multimedia files via the Internet—the files can be accessed with a browser program installed on the user's computer

UF Web (The)

WorldWide Web Service  
WWW

**Writing Development****USE WRITING (COMPOSITION)**

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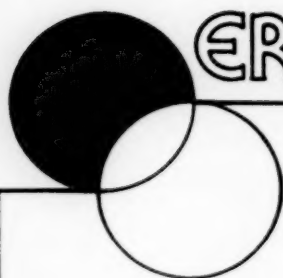
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